

# GOODFOOD Project

## Good teaching practices in experiential learning for effective education in embedded food systems



Project No. 2020-1-PL01-KA203-082209

### O1 - Analysis of students' understanding of 'Embedded food systems' and expectations towards education within this subject area

Project timeframes: 1st November 2020 – 31st October 2023

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## **Introduction**

### **About GOODFOOD**

Today, the world faces many challenges in the area of food and environment, and it is important to understand and to address these issues. One of them include unsustainable agricultural practices that contribute to environmental degradation, soil depletion, and water pollution. In addition, the world's population is growing rapidly, causing increased demand for food and depletion of natural resources. Climate change aggravates food production and supply chains through extreme weather events and changes in growing conditions. Thus, it is essential to integrate food systems education into the curricula and raise awareness of sustainable practices in order to develop food production and environmental conservation into the future.

The objective of GOODFOOD project was to create a network of cooperation between European higher education institutions and rural food communities and regions to facilitate the creation, experimentation and application of experiential learning activities and outcomes. The project was initiated by analyzing student's comprehension of embedded food systems and their expectations for education and teaching methods in this field. Additionally, e-learning courses and educational materials on embedded food systems were provided as part of the process.

Further information about the GOODFOOD project, its activities and outcomes are available on the GOODFOOD website: <http://goodfood-project.eu/>.

### **About O1 Intellectual Output**

This project output includes the results of an international study based on the online survey about students' understanding of 'embedded food systems' and their link to territories, as well as about students' expectations towards education (including content and methods) within this subject area. The survey was conducted in each of the 6 project partner universities. Here we present the comprehensive report on the results of the survey. Its development was additionally followed by drafting a research manuscript, to be soon published in an Open Access scientific journal, and a conference poster, to be presented during the 14th European Nutrition Conference FENS 2023 in Belgrad.

The analysis of the students' perspective and taking it into account in shaping and enriching study programmes, also by increasing teachers awareness of importance of the subject, is an

important step towards sustainability. Diagnosis of inclusion of these extremely important aspects in many of the higher education institutions teaching programmes in Europe, as well as identifying students expectations, and approaching them with project innovations, serves as a basis for changes in the study programmes, which is a step towards the needs-driven, effective education. Publishing the O1 results in a scientific journal aims to additionally allow to reach wider scientific community. Target groups for this project output include especially lecturers, other higher education institutions representatives and policy makers.

## **Methodology**

A questionnaire, developed jointly by the GOODFOOD consortium and translated to all consortium languages, was sent out to students enrolled in six partner universities, namely Agricultural University Plovdiv (AUP, Bulgaria), ISARA-Lyon (ISARA, France), Muenster University of Applied Sciences (MUAS, Germany), University of Gastronomic Sciences (UNISG, Italy), Warsaw University of Life Sciences (SGGW, Poland), and University of Oradea (UO, Romania). Respondents could choose the language they preferred before filing the survey as it was translated in the local languages (Bulgarian, English, French, Italian, Polish, and Romanian) of the participating universities.

The questionnaire contained 23 questions, including multiple choices, Likert scale (matrices), open-ended, and demographic questions. It was separated into five sections: the first part regarded the “present attitude” of students. It contained questions about habits and values of students as food consumers. The second part was labeled as “your understanding”, it concerned student’s comprehension of embedded food systems and their characteristics. The third part regarding students’ “background knowledge” incorporated questions about their interest and experience with the topics referring to embedded food systems from an academic standpoint. The fourth part was about students’ “future expectations”, as questions about future courses relating to embedded food systems (relevance, topics, content, teaching methods) were asked. The last part, “general information”, contained demographic questions (age, gender, nationality, academic degree, field of study, and university).

This report presents the results of the questionnaire for the whole sample.

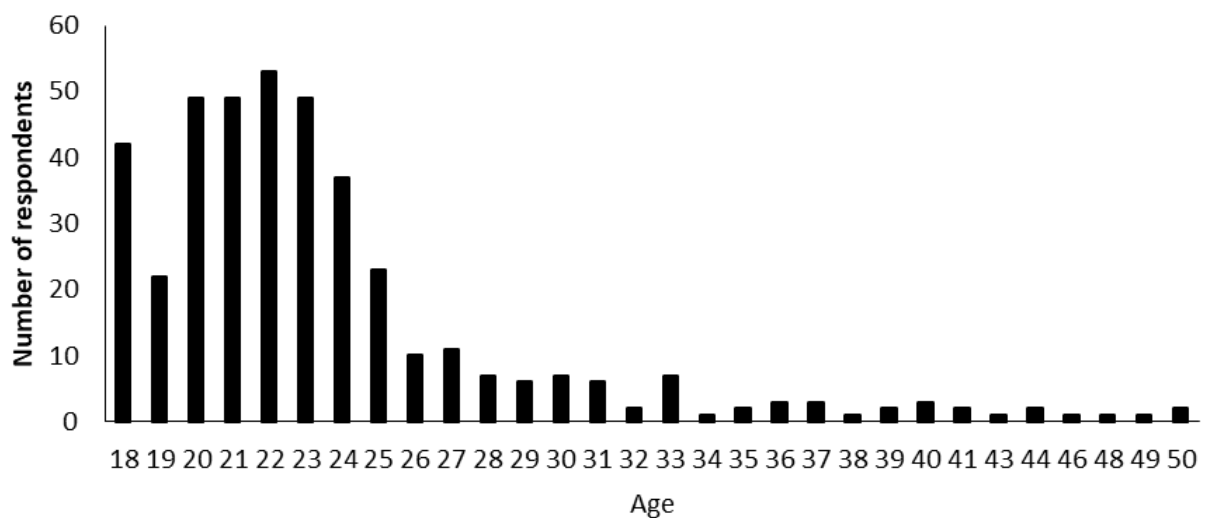
## Results

### General respondents profile

This section presents the results of the last part of the questionnaire about the general information characterising the respondents.

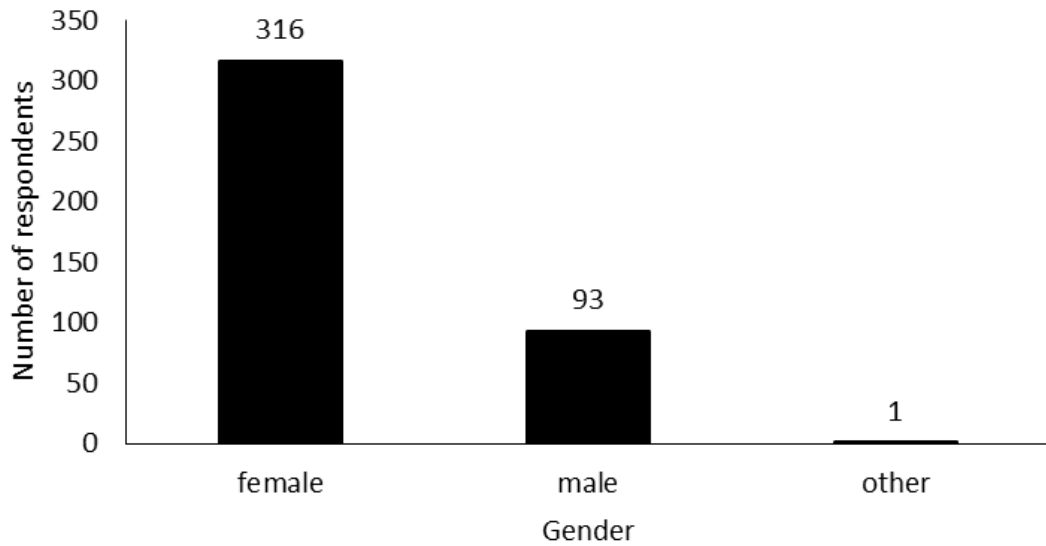
#### Age

The respondents were aged between 18 and 50 years. The mean age was 23.6 years. There were 11 respondents who didn't answer this question.



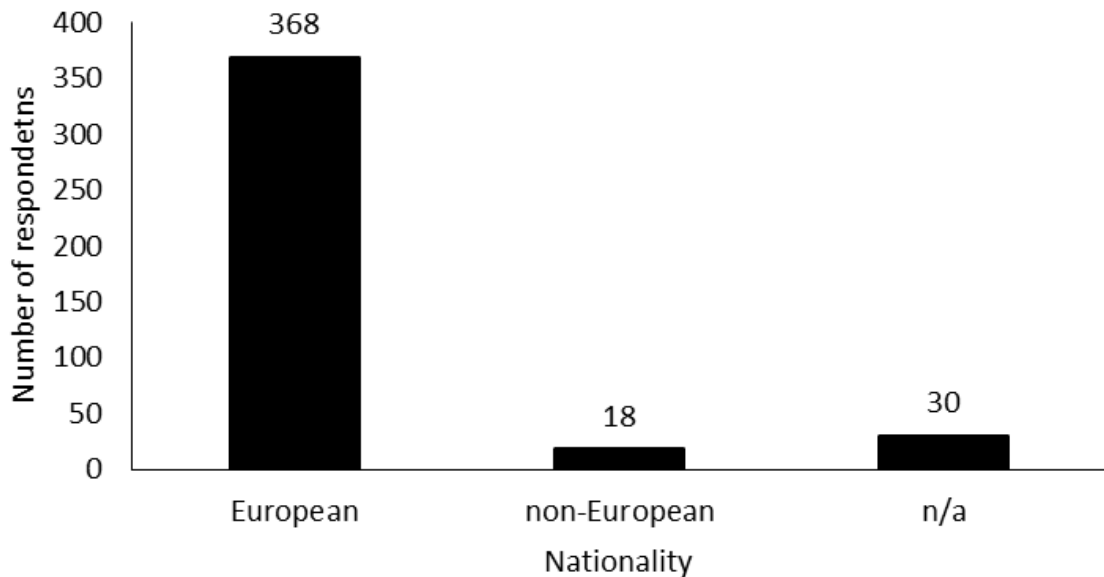
#### Gender

Between the 410 persons who responded, there were 316 females (76%), 93 males (22%) and 1 other (0,24%). Only 6 respondents (1%) didn't give an answer to this question.



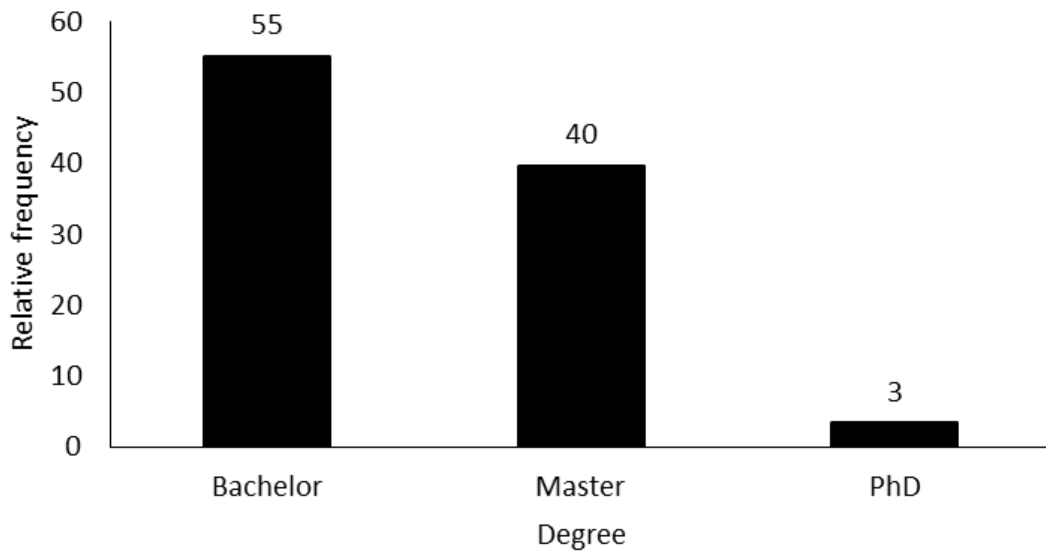
### Nationality

Europeans and non-Europeans represented respectively 88% and 4% of this sample. However, 7% of the respondents didn't provide information about their nationality. Non-Europeans were from Africa, North and South America, and Asia. Some students (6) indicated a double nationality, all of them except one were from two European countries, this student (German-Brazilian) was indicated as European.



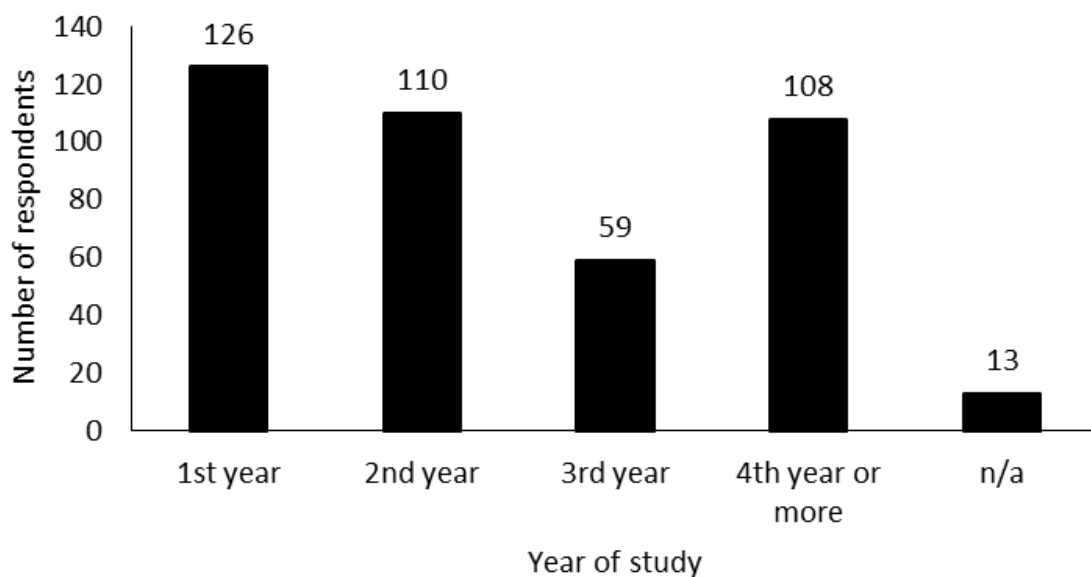
### Academic degree

Respondents were studying either for their bachelor’s degree (55%), master’s degree (40%), or their PhD (3%). Some students (2%) didn’t indicate the academic degree they were studying for.



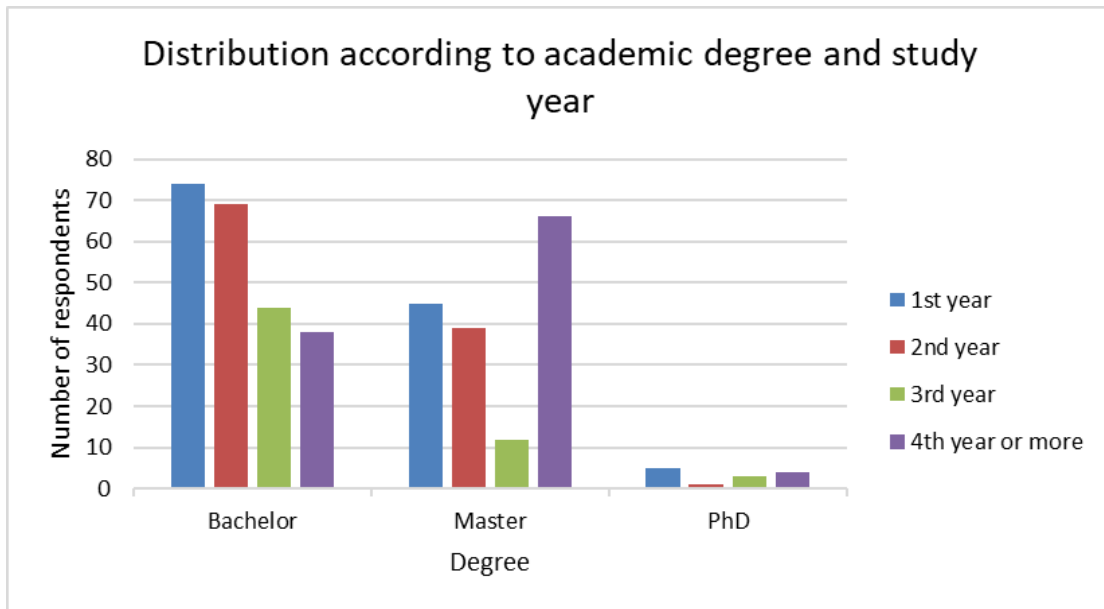
### Year of study

In their respective degree programs, there were 30% of students in their first year, 26% in their second year, 14% in their third year, and 26% in their fourth or fifth year. There were 13 students (3%) who didn’t indicate their year of study.



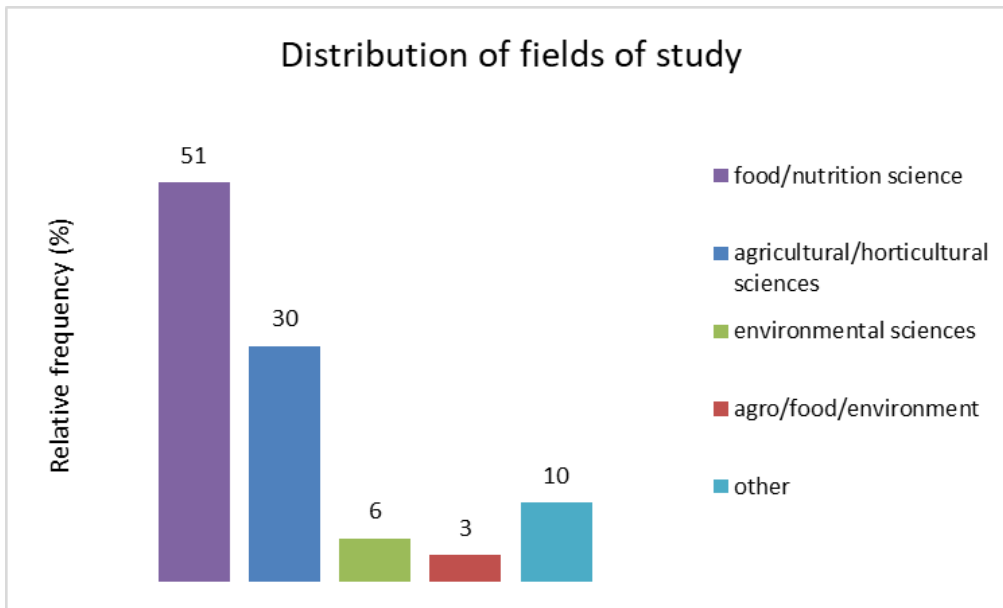


Bachelor's degree students were more represented in the first year of study and their number was decreasing along the following years. Master's degree students were heavily represented in the fourth year or more category. PhD students, who were underrepresented, were spread across seemingly all the study years.



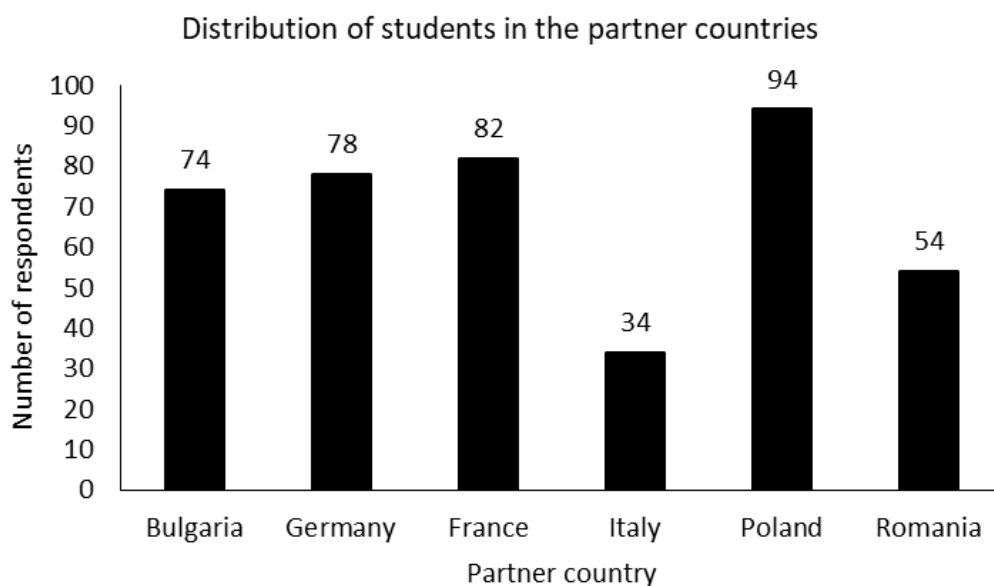
### Field of study

Food and nutrition sciences were the most represented fields of study in this sample (51%). Agriculture and horticultural sciences students represented 30%, and environmental sciences students represented 6%. Also, 3% of the students indicated that they were studying the three fields they were proposed (food/nutrition science; agriculture and horticulture sciences; environmental sciences). The last 10% of the respondents were studying in “other” fields, indicated are fields such as economy, medicine, and social sciences. This proportion also includes respondents who didn't provide an answer.

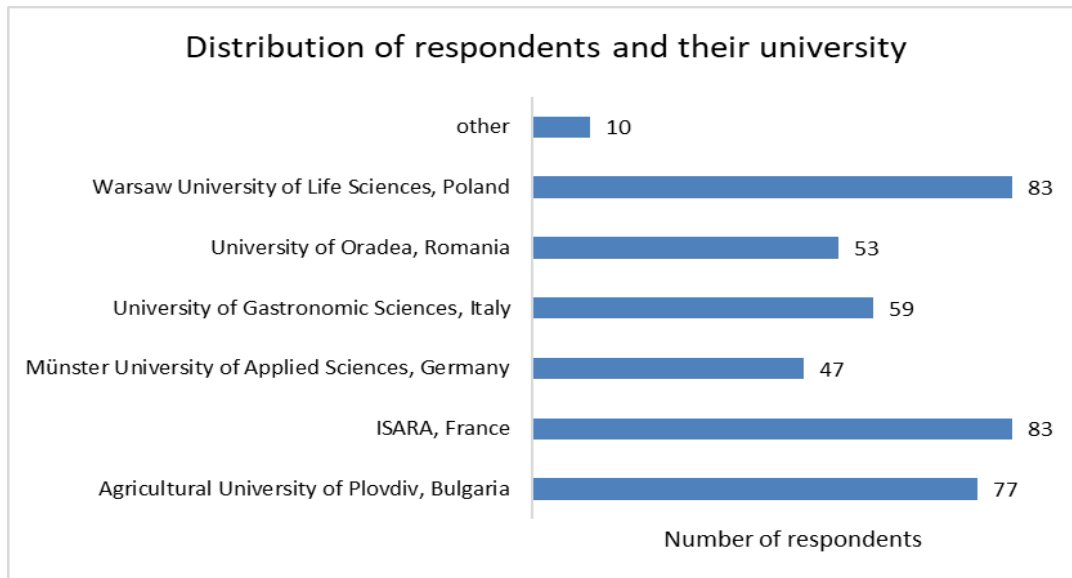


## University

Respondents were associated with the participating country, according to where their answers came from. There were a total of 416 students from the partner universities who answered the survey, namely, Agricultural University Plovdiv (AUP, Bulgaria) - 74, ISARA (ISARA, France) - 82, Muenster University of Applied Sciences (MUAS, Germany) - 78, University of Gastronomic Sciences (UNISG, Italy) - 34, Warsaw University of Life Sciences (SGGW, Poland) - 94, and University of Oradea (UO, Romania) - 54 students.



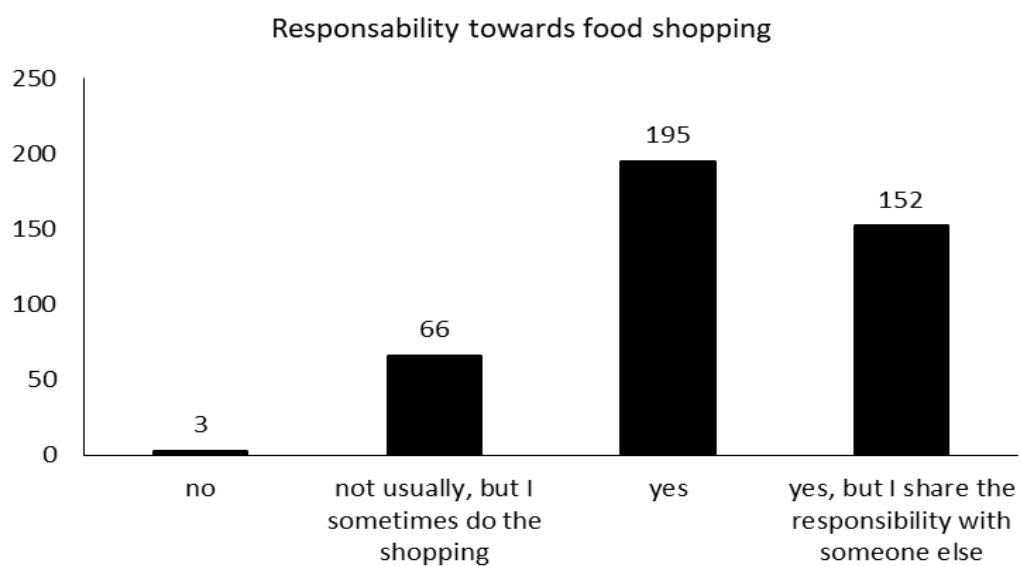
Respondents indicated the university they were studying in their present program. Only 10 of the students indicated that they were from another university, which were the Medical University in Białystok, Poland (n=9) and the Osnabrück University, Germany (n=1). There were only 4 students who didn't provide an answer.



## Present attitude

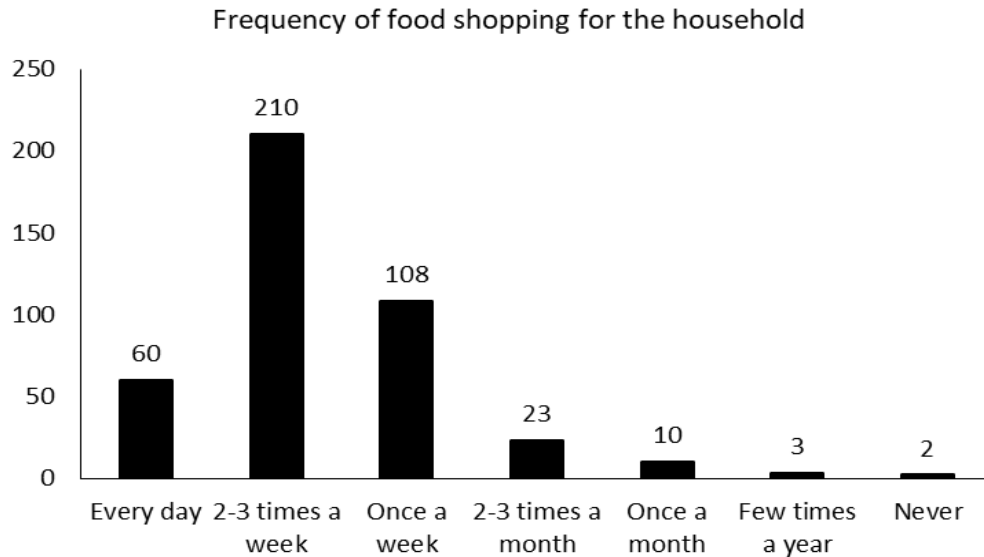
### Responsibility towards food shopping

The majority (84%) of students have or share the responsibility for buying food in their household.



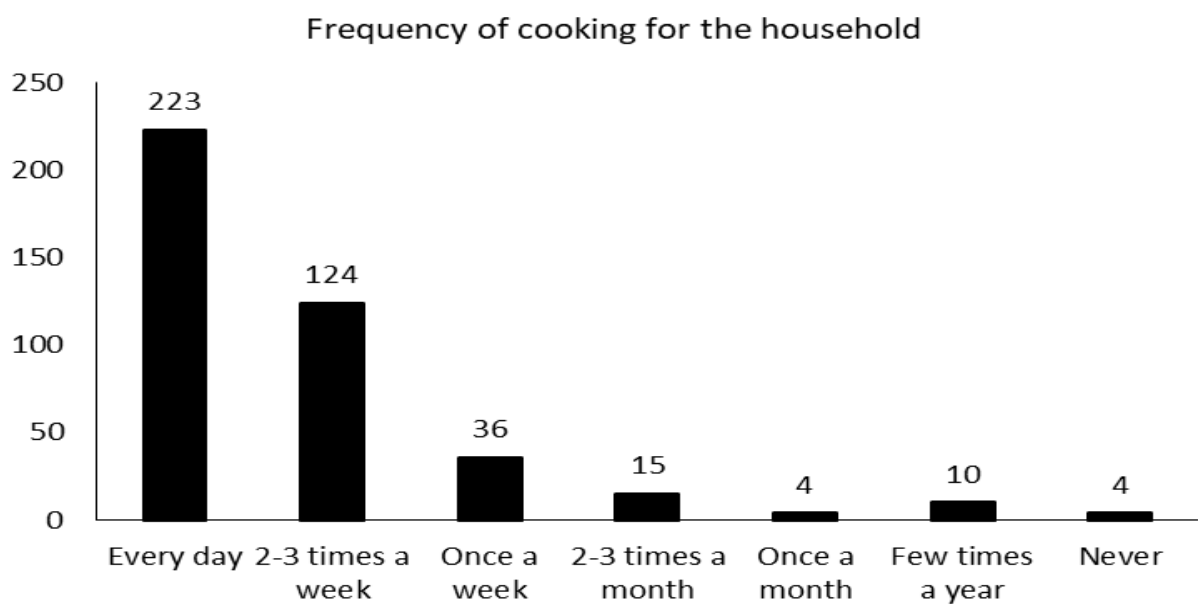
### Frequency of food shopping

A majority of students (90%) indicated that they buy food for their household once a week or more often. Amongst these students, most (50%) of them go 2 or 3 times a week food shopping. Only a small proportion of students (10%) go shopping for food once a month or less frequently.



### Frequency of cooking

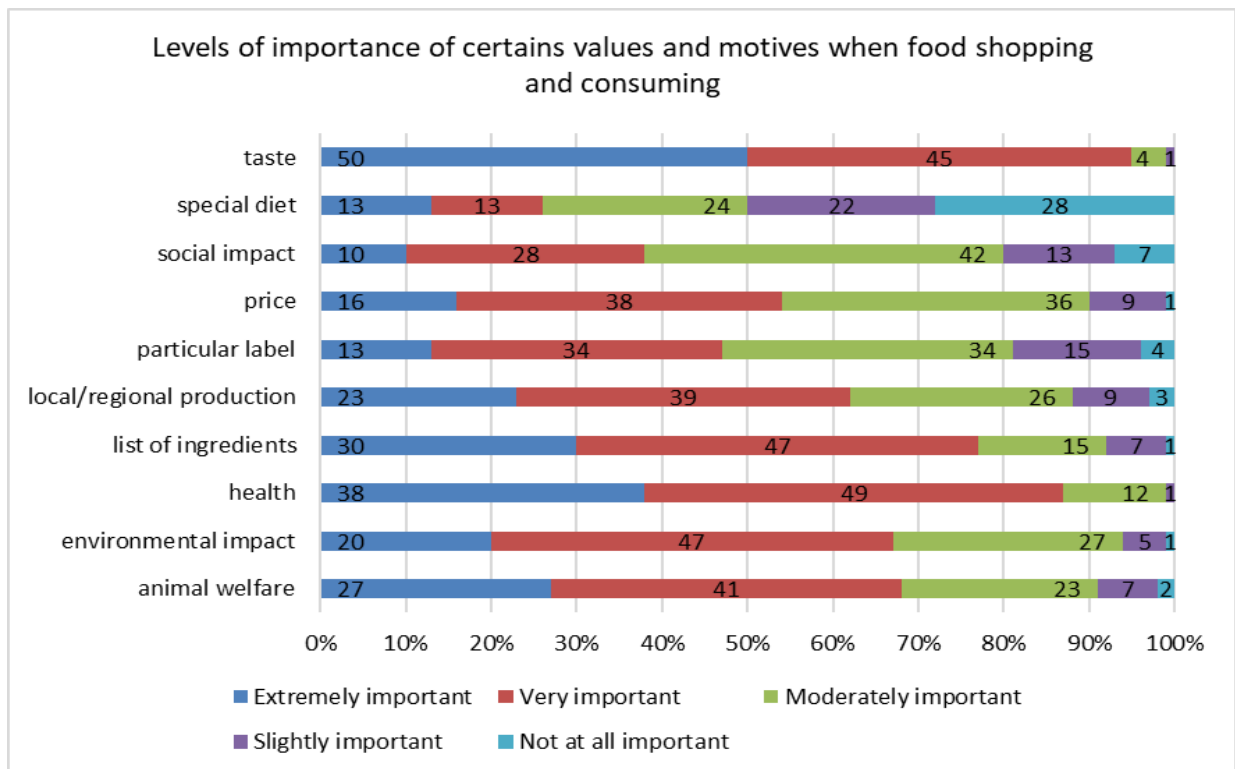
Students cooking for themselves or their household everyday or 2 to 3 times a week represent respectively 54% and 30% of the sample. All other students cook once a week or less.



## Importance of certain values when consuming

This matrix question concerns the importance of selected values and motives when buying or consuming food products. Students could choose between “extremely important” (1), “very important” (2), “moderately important” (3), “slightly important” (4), and “not at all important” (5).

The taste of the product is by far the most important motive for students when food shopping and eating, followed by the health value and the composition of the product (list of ingredients). The least important aspect is if the product corresponds to a special diet, for example vegetarianism or veganism.

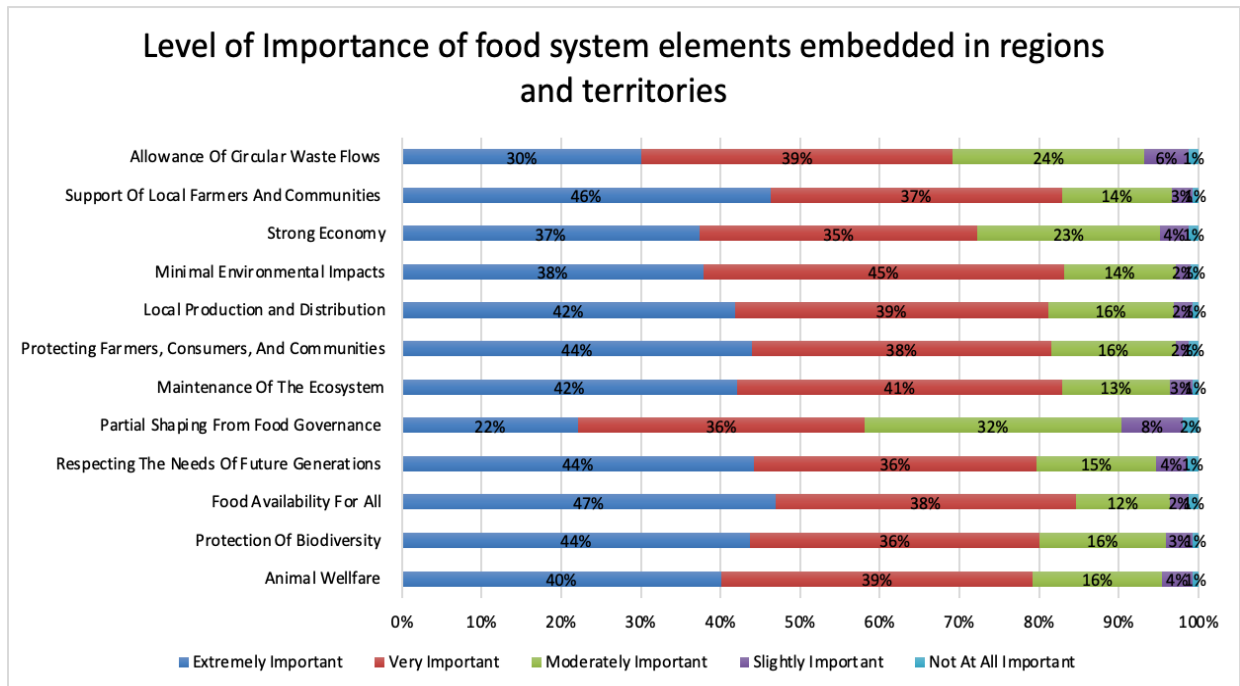


## Understanding

### Importance of selected elements of a food system

This matrix question concerns the importance of selected elements of a food system that is embedded in a region or territory. Students could choose between “extremely important” (1), “very important” (2), “moderately important” (3), “slightly important” (4), and “not at all important” (5). The most important of food system elements embedded in regions and

territories for students was “Food availability for all people” (makes nutritious food available, accessible, and affordable to all), followed by “Support of local farmers and community”. The least important element was “Partial Shaping From Food Governance” (which is in part shaped by food governance, which enables discussion among food system actors, local governments, and civil society).



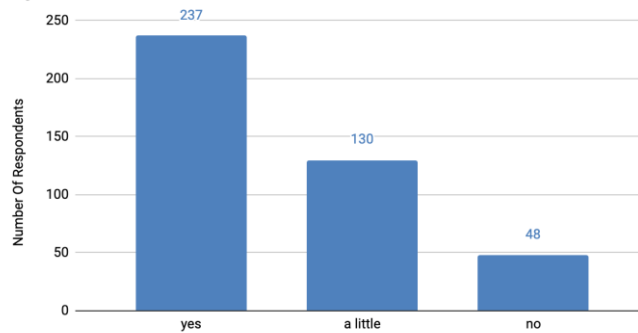
## Background knowledge

This section relates to student’s interest and background knowledge of embedded food systems. Students were given the option of “yes”, “a little”, or “no”.

## Interest about food systems

Only a few (12%) of students are not interested in territorial or regional food systems. The other students are at least a little (31%) or more interested.

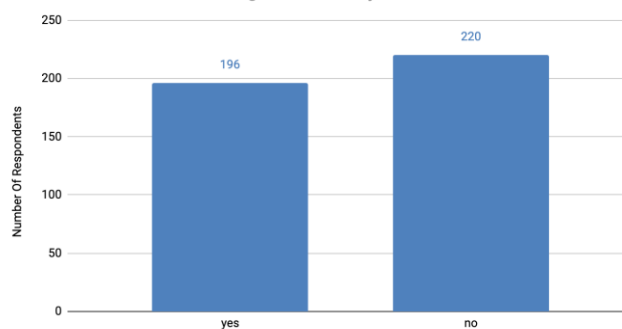
If The Student Is Interested In Territorial Or Regional Food Systems



### Course history of territorial or regional food systems

Around half of the students (53%) did not have yet any course in their study programme related to territorial or regional food systems.

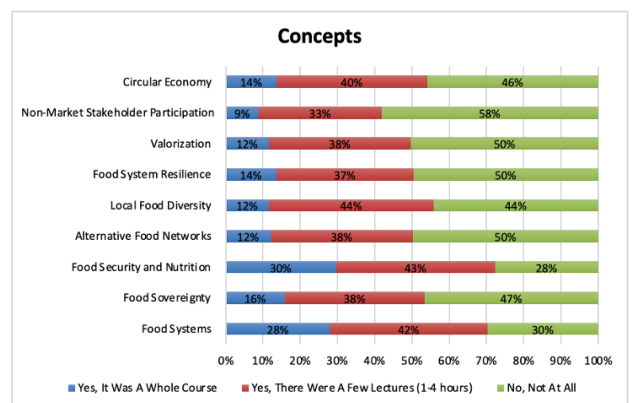
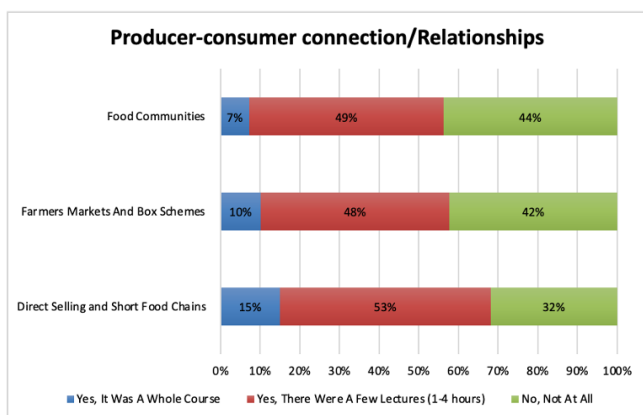
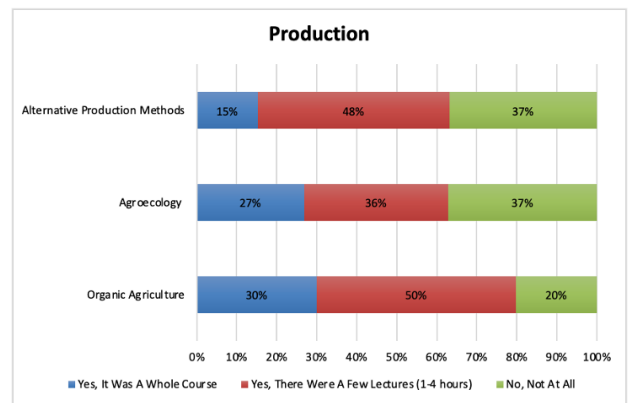
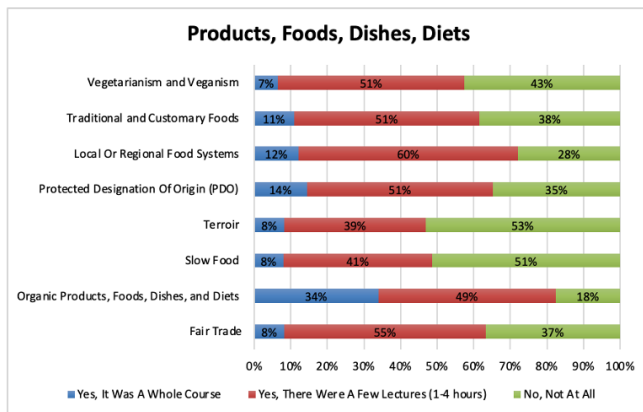
If The Student Has Already Had A Course In Their Study Programme Related To Territorial or Regional Food Systems?



### Topics covered in university education

This matrix question concerns the topics that relate to food systems and the fact that they have been covered in students' university education or not. Students could choose between "yes, it was a whole course (minimum 15 hours)" (1), "yes, there were a few lectures (1-4) on this topic within other courses" (2), and "no, not at all" (3). Among the various topics, "organic products, foods, dishes, and diets" was the subject most covered by the students in their university curriculum. "Organic agriculture" and "food security" were next in line. On the other hand, the least covered topics in the university curriculum were "Non-market stakeholder participation/self-organized participatory development/co-development" and "Terroir".

## Whether topics related to food systems are covered in the student's University education

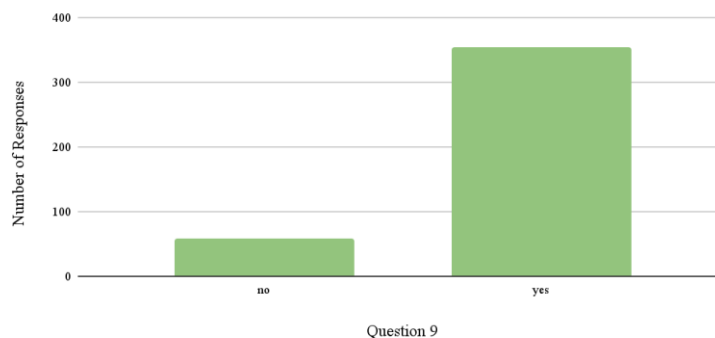


## Future expectations

### Utility of courses on food systems for future employment

354 respondents out of 412 stated that they believed that at least one course in regional food systems education will be useful for their future employment (86%), while 58 out of 412 stated “no” (14%).

Do you think that a course or topics in regional or territorial Food

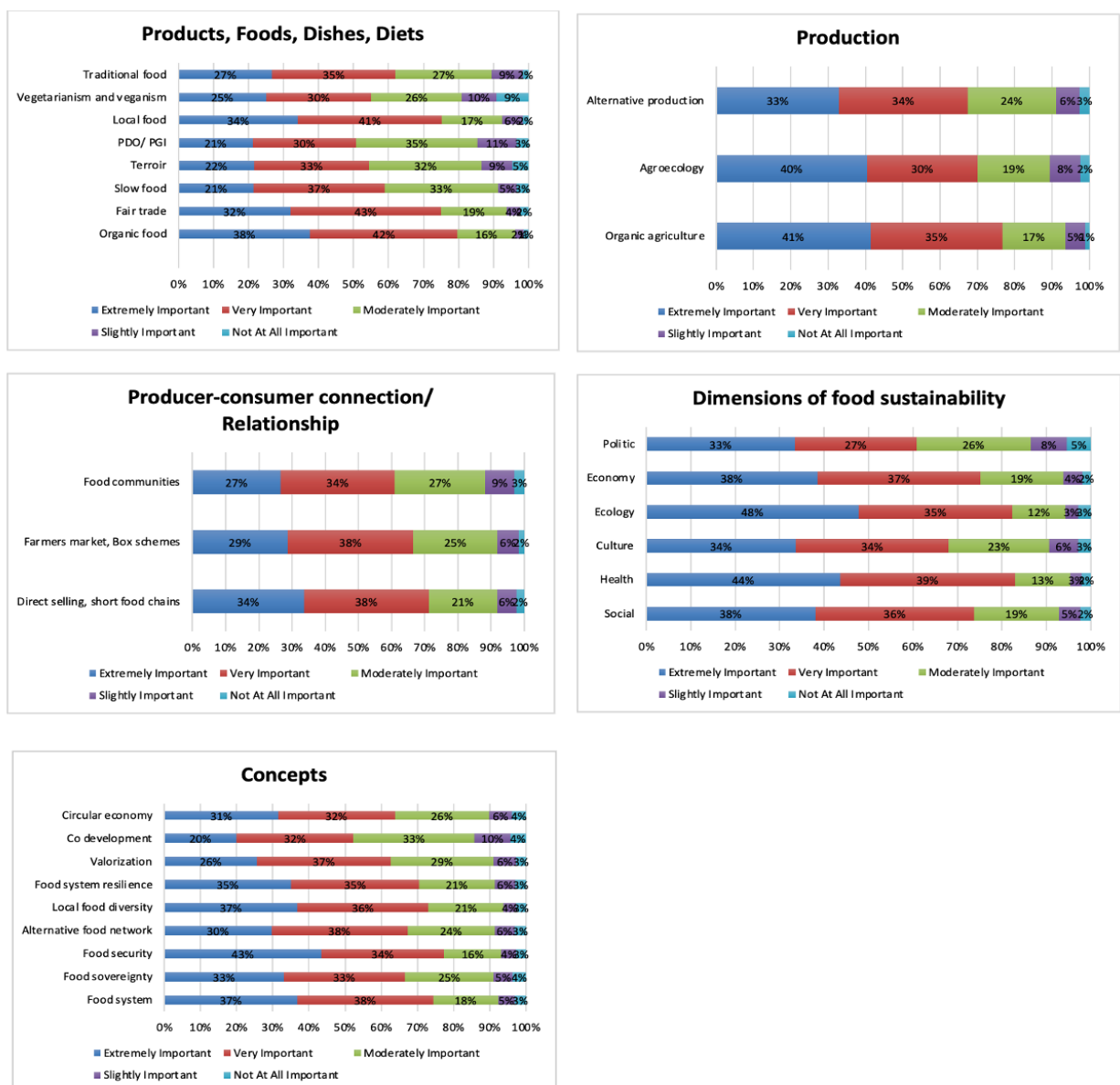




## Interest for future courses

This matrix question concerns the topics that relate to food systems and the interest of students towards a future teaching course on the subject. Students could choose between “extremely important” (1), “very important” (2), “moderately important” (3), “slightly important” (4), and “not at all important” (5). Circular economy was the topic students were most interested in as it relates to food systems and their future educational courses. Students also showed high interest in local food and organic food. On the other hand, interest in culture and traditional food was lower than the others.

## Student interest in topics related to the food system and future educational courses on those topics

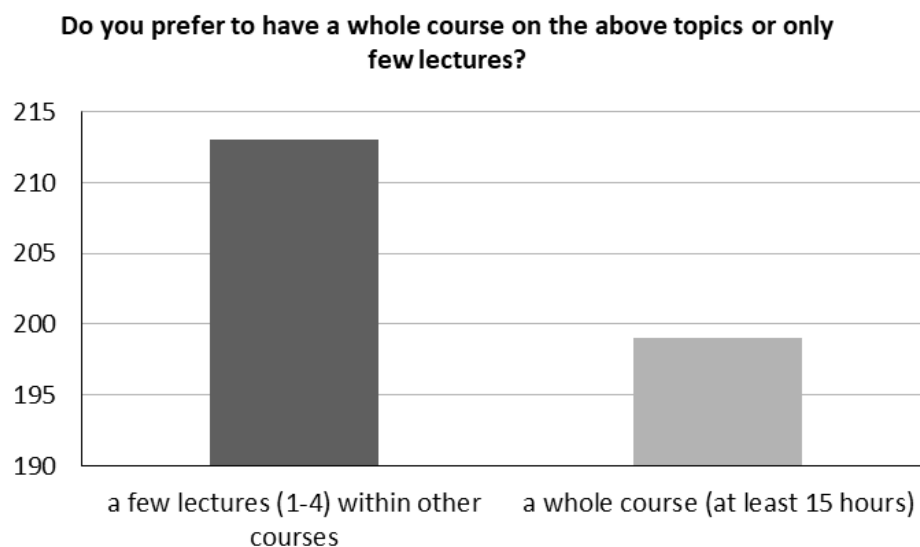


### Missing topics for future courses

Most respondents left this question blank. There were a total of 75 answers, out of these written responses, approximately 63% of them were “no” or a similar answer. However, some students did provide ideas of topics they would be interested in learning about in future courses. The social, political and legal contexts, GMOs and non-genetic, animal welfare, sustainability, innovations, and waste were given as examples.

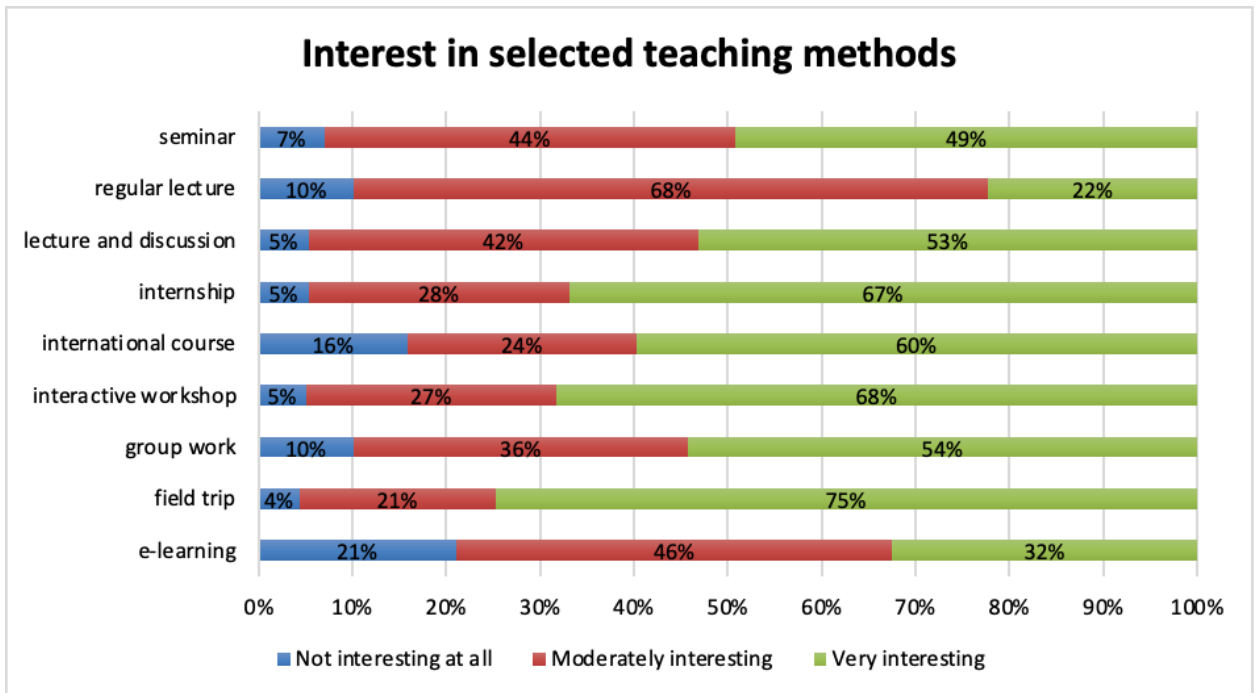
### Preference: whole course vs. a few lectures on these topics

Amongst the respondents, 52% of them indicated that they would prefer a few lectures (1 to 4) within other courses on the topics mentioned in the previous question. The other 48% of the students prefer to have a whole course of at least 15 hours on the topics.



### Interest in selected teaching methods

This matrix question concerns the interest of students regarding teaching methods. Students could choose between “not interesting at all” (1), “moderately interesting” (2), and “very interesting” (3). Field trip was the method of highest student interest regarding instructional methods. Interactive work and internships also had high levels of interest. However, students showed the least interest in e-learning.

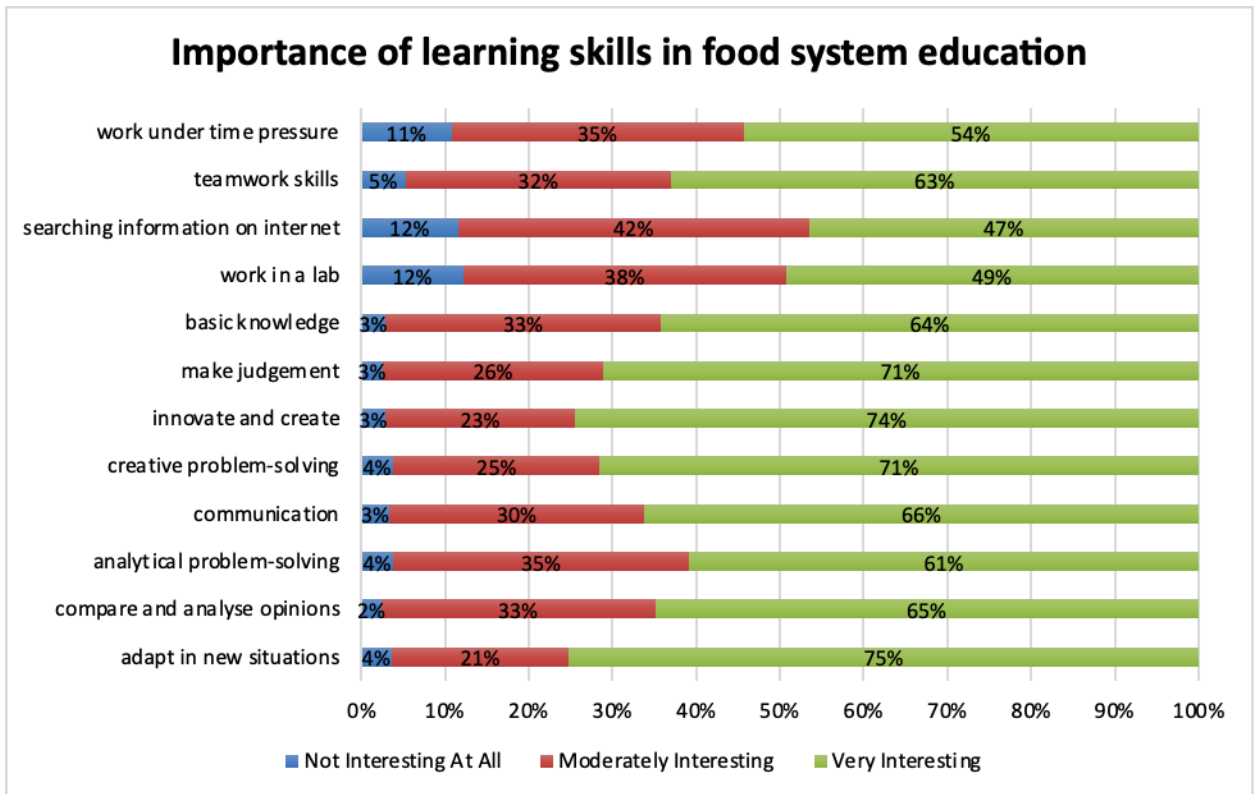


### Missing teaching methods

Out of the 416 respondents, 35 respondents gave an answer to this open-ended question. Some further teaching methods that were not mentioned in the previous question are individual projects, readings, hands-on activities, and problem or case-based learning. Overall, action learning or some types of interactive teaching methods were the most often mentioned.

### Importance of learning skills in food system education

This matrix question concerns the interest of students regarding learning skills specific to regional or territorial food systems. Students could choose between “not interesting at all” (1), “moderately interesting” (2), and “very interesting” (3). The most interesting skills specific to food systems to learn for students are the “ability to adapt/act in new situations”, “ability to innovate and create”, “ability to make judgements and justify decisions”, and “creative problem-solving skills”. The least interesting skills according to students are “ability to work under time pressure (working to deadlines)”, “ability to search for relevant information on the internet”, and “ability to work in a lab”.



### Missing skills

Out of the 416 respondents, 11 respondents gave an answer to this open-ended question. Some interesting propositions include the will to learn about project management, “including setting specific and main goals, the ability to conduct a substantive discussion in a group”, as well as learning hands-on skills such as farming, preserving food, and buying land.

### Summary and conclusions

There were a total of 416 students who were included in the data set, from which 76% are females and 22% males. The majority (63%) of students are aged between 20 and 25 years old. Respondents are mostly Europeans, but non-Europeans from most of the continents of the world are also represented in the sample. There were 74 students from the Agricultural University Plovdiv (Bulgaria), 82 from ISARA (France), 78 from Muenster University of Applied Sciences (Germany), 34 from the University of Gastronomic Sciences (Italy), 94 from Warsaw University of Life Sciences (Poland), and 54 from the University of Oradea (Romania). Most of the respondents are studying for their bachelor’s or master’s degree, while only a small proportion is studying for their PhD. The Food and nutrition sciences are the most represented



fields of study in this sample (51%), other students are studying Agriculture and horticultural sciences, environmental sciences, or other fields.

When it comes to students' present habits towards food shopping and cooking, a trend indicates that the majority of them cook and shop for food for their household, some of the students also share these responsibilities with someone else. Students mostly cook everyday (54%), and do their food shopping twice or thrice a week (50%). While doing these activities, some values and motives such as taste, health and the composition of the product are more predominant than others for students.

This analysis revealed that many students (57%) are interested in territorial and regional food systems. The most important territorial and embedded food system elements for students were availability and access to nutritious food for all, and support for local farmers and communities. Regarding whether food system topics were covered in student education, the highest number of students indicated that they had taken a full course on Organic Products, Foods, Dishes, and Diets. However, it was found that many of the course curricula taken by students did not include regional or local food systems.

For student's future expectations toward education and food systems, analysis showed that 86% of the students thought that a regional/embedded food systems education would be useful for future employment. Furthermore, of the courses of study related to future food systems, the subject that students were most interested in (48%) was circular economy. However, culture was found to interest the fewest students (20%). In addition, some students mentioned social, political, and legal context, GMO and non-GMO, animal welfare, sustainability, innovation, and waste as topics they would like to learn about in future courses.

Furthermore, the above-mentioned lectures would be preferred to be a few lectures within other courses by 52% of the students, while the other 48% of them would prefer a whole course of at least 15 hours on the subject. For the most part, students are more interested in learning skills specific to regional or territorial food systems like adapting to new situations, innovating and creating, making judgements and justifying decisions, and solving problems creatively.

The survey results revealed a high awareness of food citizenship among European higher education students, indicating their keen interest and high expectations for the future of

territorial and regional food systems. This indicates the potential for universities to enhance their curricula to incorporate regional and local perspectives, thereby providing the skills to address diverse issues in the food system in the future. Moreover, students have expressed a high preference for interactive teaching methods such as field trips, interactive workshops, and internships. By integrating these engaging approaches, student participation is expected to flourish and foster a rich learning experience.

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## **Annex: Questionnaire in 6 languages**

The Annex presents the GOODFOOD questionnaire in 6 languages:

- English language version
- Bulgarian language version
- French language version
- Italian language version
- Polish language version
- Romanian language version





## GOODFOOD Erasmus+ Survey

### Welcome!

Dear students

As part of the project GOODFOOD we are currently studying students' understanding of the Food System concept, and in particular the role of place, so-called embedded food systems that are linked to territories or regions. Furthermore, we are studying students' expectations towards education within this subject. This is why we are inviting you to take part in this survey – we would like to hear your views!

The survey is being carried out at all universities of our project partners at the same time. These are: Agricultural University Plovdiv in Bulgaria, FH Münster University of Applied Sciences in Germany, ISARA-Lyon in France, University of Gastronomic Sciences in Italy, University of Oradea in Romania, Warsaw University of Life Sciences (SGGW) in Poland.

The results of the survey are intended to help develop new courses and adapt existing ones. The collected data are used for this purpose only.

Answering the questions takes about 10 - 15 minutes. Please answer all questions, as this is the only way to get robust and reliable results. Participation in the survey is voluntary. Personal data are not collected; the processing of the answers is anonymous.

You can participate in the survey until July 9th, 2021. Note that you can only participate once. We recommend that you take the survey in one sitting. If you have any questions, please do not hesitate to contact us by email.

Thank you for your participation and completing our survey!

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This survey is part of the project Good teaching practices in experiential learning for effective education in embedded food systems (GOODFOOD). It is co-funded by the Erasmus+ programme of the European Union.



## PRESENT ATTITUDE

**Q1 Are you in charge of buying the food in your household? Please select one answer:**

- yes
- yes, but I share the responsibility with somebody else
- not usually, but I sometimes do the shopping
- no

**Q2 How often do you buy food for your household?**

- every day
- 2-3 times a week
- once a week
- 2-3 times a month
- once a month
- few times a year
- never

**Q3 How often do you cook for you / your household?**

- every day
- 2-3 times a week
- once a week
- 2-3 times a month
- once a month
- few times a year
- never

**Q4 How important are the following values to you when food shopping / eating? How important are the motives of your buying / consuming decisions? Please rank the following:**

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
environmental impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
animal welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
composition of product (list of ingredients)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
looking for particular label (organic / fair trade / slow food / PDO = Protected Designation of Origin / PGI = Protected Geographical Indication/ GMO = genetically modified organism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
looking for a special diet (vegetarian / vegan / other)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
local production / regional production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## YOUR UNDERSTANDING

**Q5 In your opinion, how important are the following elements of a FOOD SYSTEM that is embedded in a region or territory? Please rank:**

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
has minimal negative impact on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

healthy ecosystems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
protects biodiversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respects animal welfare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encourages local production and distribution infrastructures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is economically sound (provides good income to producers, distributors, sellers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supports the local communities or local farmers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is partly shaped by a food governance that allows discussions between the actors of the food system, the local authorities, and the civil society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
allows circular flows for waste management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respects the needs of future generations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is humane and just, protecting farmers and other workers, consumers, and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes nutritious food available, accessible,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and  
affordable to  
all

## YOUR BACKGROUND KNOWLEDGE

**Q6 Are you interested in territorial or regional Food Systems?**

- yes  
 a little bit  
 no

**Q7 Have you already had a course in your study programme related to territorial or regional Food Systems?**

- yes  
 no

**Q8 Have any of these topics been covered in your university education? Please answer for each topic.**

	yes, it was a whole course (minimum 15 hours)	yes, there were a few lectures (1-4) on this topic within other courses	no, not at all
1. PRODUCTS, FOODS, DISHES, DIETS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fair Trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Protected Designation of Origin (PDO) / Protected Geographical Indication (PGI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditional / customary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vegetarianism, Veganism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. PRODUCTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organic agriculture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| - Agroecology  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Other alternative production methods                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. PRODUCER-CONSUMER CONNECTIONS / RELATIONSHIPS                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Direct selling, short food chains  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Farmers markets, box schemes   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Food communities for example community supported agriculture (CSA)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. DIMENSIONS OF FOOD SUSTAINABILITY                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Ecological / environmental   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Social   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Health   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Economical   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Cultural   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Political (e.g. policies)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. CONCEPTS  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Food Systems   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Food Sovereignty   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Food Security and Nutrition  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Alternative Food Networks  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Local food diversity   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Food system resilience   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Valorization (assigning or adding or deciding a value e.g. of a product) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Non-market   |                       |                       |                       |

stakeholder participation / self-organised participatory development / co-development - Circular economy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EXPECTATIONS

**Q9 Do you think that a course or topics in regional or territorial Food Systems will be useful for your future employment?**

yes  
 no

**Q10 How interesting do you rate the following topics for a future teaching course? Please rate:**

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
<b>1. PRODUCTS, FOODS, DISHES, DIETS:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fair Trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Protected Designation of Origin (PDO) / Protected Geographical Indication (PGI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditional / customary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vegetarianism, Veganism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. PRODUCTION:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organic agriculture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Other alternative production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

methods

3. PRODUCER -  
CONSUMER  
CONNECTIONS /  
RELATIONSHIPS

- Direct selling,  
short food chains

- Farmers  
markets, box  
schemes

- Food  
communities  
such as CSAs

4. DIMENSIONS  
OF FOOD  
SUSTAINABILITY

- Ecological /  
environmental

- Social

- Health

- Economical

- Cultural

- Political (e.g.  
policies)

5. CONCEPTS

- Food Systems

- Food  
Sovereignty

- Food Security  
and Nutrition

- Alternative Food  
Networks

- Local food  
diversity

- Food system  
resilience

- Valorization  
[assigning or  
adding or  
deciding a value  
e.g. of a product]

- Non-market  
stakeholder  
participation /  
self-organised  
participatory  
development /  
co-development

- Circular  
economy

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q11 Are there any topics missing for you? Please name them.**

**Q12 Do you prefer to have a whole course on the above topics or only few lectures? Please select one answer:**

- a whole course (at least 15 hours)
- a few lectures (1-4) within other courses

**Q13 How interesting do you rate the following teaching methods? Please rate:**

	not interesting at all	moderately interesting	very interesting
regular lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lectures with discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interactive workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
field trips and excursions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
international courses (multicultural, international environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-learning courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cooperation and work with food system stakeholders, Internship in a food company or food related organisation or territory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Are there further teaching methods which you would like used? Please name them.**

**Q15 How interesting would you find learning the following skills specific to regional or territorial Food Systems? Please rate:**

	not interesting at all	moderately interesting	very interesting
analytical problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creative problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to work in a lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to search for relevant information in the internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
team working skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to adapt / act in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to work under time pressure (working to deadlines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to innovate and create	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
possessing basic knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ability to compare and analyse different opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ability to make  
judgements  
and justify  
decisions

**Q16 Is there another skill which you would like to learn? Please name it.**

## GENERAL INFORMATION

**Q17 Please select your age**

**Q18 Please select your gender:**

- female
- male
- other

**Q19 What is your nationality?**

**Q20 What academic degree are you presently studying for?**

- Bachelor
- Master
- PhD

**Q21 In your degree programme which year of study are you?**

Please choose... ▼

**Q22 What field is your present study programme in?**

- agricultural / horticultural sciences
- food / nutrition science
- environmental sciences
- other please specify here

**Q23 At which university are you studying your present study programme?**

- Agricultural University Plovdiv, Bulgaria
- ISARA, Lyon, France
- FH Münster University of Applied Sciences, Germany
- University of Gastronomic Sciences, Bra, Italy
- University of Oradea, Romania
- Warsaw University of Life Sciences, Poland
- other, please specify here:

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## GOODFOOD Erasmus+ Survey - Bulgarian

### GOODFOOD анкетно проучване

Скъпи студенти,

Като част от проекта GOODFOOD в момента изучаваме разбирането на студентите за концепцията за хранителната система и по-специално ролята на така наречените вградени хранителни системи, които са свързани с определени територии или региони. Освен това проучваме очакванията на студентите към образованието в това направление. Ето защо ви каним да участвате в това проучване - бихме искали да чуем вашето мнение!

Проучването се извършва едновременно във всички университети на партньорите по проекта, които са: Аграрен университет- Пловдив; Специализирано висше учебно заведение Мюнстер, Германия; Висш институт по селско стопанство Роне Алпи- Лион, Франция; Университет по гастрономия- Поленцо, Италия; Университет Орадея, Румъния; Варшавски университет за природни науки, Полша.

Резултатите от проучването имат за цел да подпомогнат разработването на нови курсове и адаптирането на съществуващите. Събраните данни ще се използват само за тази цел.

Отговарянето на въпросите отнема около 10 - 15 минути. Моля, отговорете на всички въпроси, тъй като това е единственият начин да получите стабилни и надеждни резултати. Участието в анкетата е доброволно. Личните данни не се събират; обработката на отговорите е анонимна.

Можете да участвате в анкетата до 9 юли 2021 г. Имайте предвид, че можете да участвате само веднъж.

Препоръчваме ви да попълните цялата анкета с едно влизане в системата. Ако имате въпроси, моля не се колебайте да се свържете с нас по имейл.

Благодарим Ви за участието и попълването на нашето анкетно проучване!

Проф. Д-р. Карола Щраснер и партньорите по проекта GOODFOOD

Катедра по Храни - Хранене - Съоръжения

Специализирано висше учебно заведение Мюнстер

тел: 00 49 251 83 65415

имейл: [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)

[www.fh-muenster.de](http://www.fh-muenster.de)

Това проучване е част от проекта Добри преподавателски практики в обучението за ефективно образование във вградените хранителни системи (GOODFOOD). Той е съфинансиран от програмата Erasmus+ на Европейския съюз.

Co-funded by the  
Erasmus+ Programme  
of the European Union



## НАСТОЯЩО ОТНОШЕНИЕ

**Q1 Отговаряте ли за закупуването на храната във вашето домакинство? Моля посочете един отговор:**

- да
- да, но споделям отговорността с някой друг
- обикновено не, но понякога пазарувам
- не

**Q2 Колко често купувате храната за вашето домакинство?**

- всеки ден
- 2-3 пъти на седмица
- веднъж седмично
- 2-3 пъти в месеца
- веднъж месечно
- няколко пъти през годината
- никога

**Q3 Колко често готвите за вас/вашето домакинство?**

- всеки ден
- 2-3 пъти на седмица
- веднъж седмично
- 2-3 пъти в месеца
- веднъж месечно
- няколко пъти през годината
- никога

**Q4 Колко важни са следните стойности за вас, когато пазарувате / консумирате храна? Колко важни са мотивите на вашите решения за покупка / консумация? Моля, подредете по важност:**

	Изключително важно	Много важно	Умерено по важност	Малко важно	Изобщо не е важно
влияние върху околната среда	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
здраве	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
цена	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
социално въздействие	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
вкус	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
хуманно отношение към животните	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
състав на продукта (списък на съставките)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
търся конкретен етикет (биологична / справедлива търговия / бавна храна / ЗНП / ЗГУ / без ГМО)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
съобразявам се със специална диета (вегетарианска / веганска / друга)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
местно производство / регионално производство	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ВАШЕТО РАЗБИРАНЕ

**Q5 Според вас колко важни са следните елементи на ХРАНИТЕЛНА СИСТЕМА, която е вградена/съществува в региона или ограничена територия? Моля, подредете по важност:**

	Изключително важно	Много важно	Умерено по важност	Малко важно	Изобщо не е важно
има минимално отрицателно въздействие върху околната	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



среда поддържа зdravi екосистеми	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
защитава биологичното разнообразие	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
зачита хуманното отношение към животните	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
насърчава местните производствени и дистрибуторски инфраструктури	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
икономически изгоден е (осигурява добри доходи на производители, дистрибутори, продавачи)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
подкрепя местните общности или местните фермери	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
е частично оформен от управлението на храните, което позволява дискусии между участниците в хранителната система, местните власти и гражданското общество	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
позволява кръгови потоци за управление на отпадъците	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
зачита нуждите на бъдещите поколения	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
хуманен и справедлив е, защитавайки земеделските производители и други работници, потребители и общности	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
прави питателната					

храна възможна  
и достъпна за  
всички



## ВАШИТЕ ПРЕДХОДНИ ЗНАНИЯ

**Q6 Интересувате ли се от териториални или регионални хранителни системи?**

да

малко

не

**Q7 Имали ли сте курс във вашата учебна програма, свързан с териториални или регионални хранителни системи?**

да

не

**Q8 Някоя от тези теми присъствала ли е във вашето университетско образование? Моля, отговорете за всяка тема.**

да, имаше няколко лекции (1-4)

да, това беше цял курс (минимум по тази тема в рамките на други  
15 часа) курсове

не

1. ПРОДУКТИ,  
ХРАНИ, ЯСТИЯ,  
ДИЕТИ

- Биологични

- Справедлива/честна  
търговия

- Бавна храна

- Тераор

- Защитено  
наименование за  
произход (ЗНП) /  
Защитено географско  
указание (ЗГУ)

- Местен / регионален

- Традиционни /  
обичайни

- Вегетарианство,  
веганство

2. ПРОИЗВОДСТВО

- биологично земеделие	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- агроекология	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- други алтернативни производствени методи	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ВРЪЗКИ / ВЗАИМООТНОШЕНИЯ МЕЖДУ ПРОИЗВОДИТЕЛ И ПОТРЕБИТЕЛ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Директни продажби, къси хранителни вериги	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Фермерски пазари, схеми за доставка на кутии с продукти до дома	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Хранителни общности, например общности подпомагащи селското стопанство	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ИЗМЕРЕНИЯ НА УСТОЙЧИВОСТТА НА ХРАНИТЕ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- екологични	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- социални	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- здравни	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- икономически	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- културни	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- политически (напр. политики)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. КОНЦЕПЦИИ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Хранителни системи	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Хранителен суверенитет	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Продоволствена сигурност и хранене	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Мрежи за алтернативни храни	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Местно хранително разнообразие	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Устойчивост на хранителната система	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Валоризация [присвояване или добавяне или решаване на стойност	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- напр. на продукт]  
 - Непазарно участие  
 на заинтересованите  
 страни /  
 самоорганизирано  
 развитие / съвместно  
 развитие
- Кръгова икономика

## БЪДЕЩИ ОЧАКВАНИЯ

**Q9 Смятате ли, че курс или теми свързани с регионални или териториални хранителни системи ще бъдат полезни за бъдещата ви реализация?**

да

не

**Q10 До колко интересни оценявате следните теми за бъдещ курс на преподаване? Моля оценете:**

	Изключително важно	Много важно	Умерено по важност	Малко важно	Изобщо не е важно
1. ПРОДУКТИ, ХРАНИ, ЯСТΙΑ, ДИЕТИ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Биологични	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-					
Справедлива/честана търговия	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Бавна храна	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Тераор	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ЗНП / ЗГУ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Местен / регионален	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Традиционни / обичайни	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Вегетарианство, веганство	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ПРОИЗВОДСТВО	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- биологично земеделие	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- агроекология	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- други алтернативни производствени методи	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ВРЪЗКИ /					

ВЗАИМООТНОШЕНИЯ  
МЕЖДУ  
ПРОИЗВОДИТЕЛ И  
ПОТРЕБИТЕЛ

- Директни продажби,  
къси хранителни  
вериги

- Фермерски пазари,  
схеми за доставка на  
кутии с продукти до  
дома

- Хранителни  
общности

4. ИЗМЕРЕНИЯ НА  
УСТОЙЧИВОСТТА НА  
ХРАНИТЕ

- екологични

- социални

- здравни

- икономически

- културни

- политически (напр.  
политики)

5. КОНЦЕПЦИИ

- Хранителни системи

- Хранителен  
суверенитет

- Продоволствена  
сигурност и хранене

- Мрежи за  
алтернативни храни

- Местно хранително  
разнообразие

- Устойчивост на  
хранителната система

- Валоризация  
[присвояване или  
добавяне или  
решаване на стойност  
напр. на продукт]

- Непазарно участие  
на заинтересованите  
страни /  
самоорганизирано  
развитие / съвместно  
развитие

- Кръгова икономика

**Q11** Липсват ли теми за вас? Моля, посочете ги.

**Q12** Предпочитате ли да имате цял курс по горепосочените теми или само няколко лекции? Моля, изберете един отговор:

- цял курс (най-малко 15 часа)
- няколко лекции (1-4) в рамките на други курсове

**Q13 До колко интересни оценявате следните методи на преподаване? Моля оценете.**

	изобщо не е интересно	умерено интересно	ного интересно
редовни лекции	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
лекции с дискусия	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
семинари	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
интерактивни занимания	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
пътувания до полето и екскурзии	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
работа по групи	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
международни курсове (мултикултурна, международна среда)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
курсове за електронно обучение	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
сътрудничество и работа със заинтересованите страни в хранителната система	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Стаж в хранителна компания или организация, свързана с храни и територии	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Има ли допълнителни методи на преподаване, които бихте искали да използвате? Моля, посочете ги.**

**Q15 Колко интересно би ви се сторило да научите следните умения, специфични за регионалните или териториалните хранителни системи? Моля оценете:**

	изобщо не е интересно	умерено интересно	много интересно
аналитични умения за решаване на проблеми	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
творчески умения за решаване на проблеми	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за работа в лаборатория	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за търсене на подходяща информация в интернет	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
комуникационни умения	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
умения за работа в екип	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за адаптиране /действие в нови ситуации	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за работа под натиск във времето (работа с крайни срокове)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за иновации и създаване	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
придобиване на основни знания	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност за сравнение и анализ на различни мнения	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
способност да се правят преценки и да се обосновават решения	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q16 Има ли друго умение, което бихте искали да придобиете? Моля, назовете го.**

## **ОБЩА ИНФОРМАЦИЯ**

**Q17 Моля, изберете вашата възраст (години):**

18 ▼

**Q18 Моля, посочете своя пол:**

женски

мъжки

друг

**Q19 Каква е вашата националност?**

**Q20 За каква академична степен се обучаваш в момента?**

- Бакалавър
- Магистър
- Доктор

**Q21 Коя година на обучение сте във вашата степен?**

**Q22 В коя област е настоящата ви учебна програма?**

- селскостопански науки
- наука за храните / храненето
- наука за околната среда
- друго, моля, посочете тук:

**Q23 В кой университет изучавате настоящата си учебна програма?**

- Аграрен университет-Пловдив, България
- Висш институт по селско стопанство Роне Алпи - Лион, Франция
- Специализирано висше учебно заведение Мюнстер, Германия
- Университет по гастрономия - Поленцо, Италия
- Университет Орадеа, Румъния
- Варшавски университет за природни науки, Полша
- друго, моля, посочете тук:

» [Umleitung auf Schlussseite von Umfrage Online](#)



## GOODFOOD Erasmus+ Survey - French

### Bienvenue

Chers étudiants

Dans le cadre du projet GOODFOOD, nous étudions la compréhension qu'ont les étudiants du concept des systèmes alimentaires territorialisés (systèmes alimentaires liés à des territoires). Dans ce contexte, nous étudions les attentes des étudiants en ce qui concerne l'enseignement de ce sujet. C'est pourquoi nous vous invitons à participer à cette enquête - nous aimerions connaître votre opinion !

L'enquête est menée simultanément dans toutes les universités de nos partenaires du projet, à savoir : l'Université agricole de Plovdiv en Bulgarie, l'Université des sciences appliquées FH Münster en Allemagne, l'ISARA-Lyon en France, l'Université des sciences gastronomiques en Italie, l'Université d'Oradea en Roumanie, l'Université des sciences de la vie de Varsovie (SGGW) en Pologne.

Les résultats de l'enquête permettront de développer de nouveaux cours et d'adapter les cours existants. Les données collectées seront utilisées exclusivement à cette fin.

Répondre aux questions nécessite environ 10 à 15 minutes. Veuillez répondre à toutes les questions car cela nous permettra d'obtenir des résultats significatifs. La participation à l'enquête se fait sur la base du volontariat. Les données personnelles ne sont pas collectées et le traitement des réponses est complètement anonyme.

Vous pouvez participer à l'enquête jusqu'au 09.07.2021. Notez que vous ne pouvez participer qu'une seule fois. Nous vous recommandons de répondre à l'enquête en une seule fois. Si vous avez des questions, n'hésitez pas à nous contacter par e-mail.

Merci de votre participation et d'avoir répondu à notre enquête !

Prof. Dr. Carola Strassner and GOODFOOD Partners

Department of Food - Nutrition - Facilities

FH Münster University of Applied Sciences

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Cette enquête est réalisée dans le cadre du projet de recherche Good teaching practices in experiential learning for effective education in embedded food systems (GOODFOOD). Il est cofinancé par le programme Erasmus+ de l'Union européenne.

Co-funded by the  
Erasmus+ Programme  
of the European Union



## COMPORTEMENT ACTUEL

**Q1 Êtes-vous responsable de vos achats alimentaires ? Veuillez sélectionner une réponse :**

- Oui
- Oui mais je partage cette responsabilité avec quelqu'un d'autre
- Non en général mais il peut m'arriver de m'en charger occasionnellement
- Non

**Q2 A quelle fréquence achetez-vous des aliments pour vous et les personnes avec lesquelles vous vivez ? :**

- Tous les jours
- 2-3 fois par semaine
- Une fois par semaine
- 2-3 fois par mois
- Une fois par mois
- Quelques fois dans l'année
- Jamais

**Q3 A quelle fréquence cuisinez-vous pour vous, votre famille, ou vos colocataires ?**

- Tous les jours
- 2-3 fois par semaine
- Une fois par semaine
- 2-3 fois par mois
- Une fois par mois
- Quelques fois dans l'année
- Jamais

**Q4 Quelle est l'importance des valeurs suivantes lorsque vous achetez ou consommez de la nourriture ? Dans quelle mesure ces motifs influencent-ils vos décisions d'achat et de consommation alimentaire ? Veuillez répondre pour chacun des éléments suivants :**

	Extrêmement important	Très important	Modérément important	Légèrement important	Pas du tout important
Impact environnemental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Santé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goût	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bien-être animal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composition du produit (liste des ingrédients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recherche d'un label particulier (biologique / commerce équitable / slow food / AOP (= Appellation d'origine protégée) / IGP (= Indication géographique protégée / sans OGM (= Organisme génétiquement modifié)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect de certains régimes (végétarien, vegan, autre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Production locale / régionale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## VOTRE COMPREHENSION

**Q5 D'après vous, quelle est l'importance des éléments suivants pour un système alimentaire territorialisé ? Veuillez répondre pour chacun des éléments suivants :**

	Extrêmement important	Très important	Modérément important	Légèrement important	Pas du tout important
--	-----------------------	----------------	----------------------	----------------------	-----------------------

A un impact négatif minimal sur l'environnement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Préserve la santé des écosystèmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protège la biodiversité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecte le bien-être animal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage les circuits de production et de distribution locaux	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solide économiquement (procure des revenus suffisants aux producteurs, distributeurs, vendeurs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soutient les communautés locales ou les agriculteurs locaux	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Est en partie façonné par une gouvernance alimentaire qui permet des discussions entre les acteurs du système alimentaire, les autorités locales et la société civile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permet des flux circulaires pour la gestion des déchets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecte les besoins des générations futures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humain et juste, protège les agriculteurs et les autres travailleurs, les consommateurs et les communautés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permet une alimentation nutritive					

disponible,  
accessible, et à  
portée  
économique de  
tous



## VOS CONNAISSANCES

**Q6 Êtes-vous intéressé par les systèmes alimentaires territorialisés ?**

Oui

Un peu

Non

**Q7 Avez-vous déjà suivi un cours en lien avec les systèmes alimentaires territorialisés ?**

Oui

Non

**Q8 Ces sujets ont-ils été abordés au cours de votre formation post-bac ? Veuillez répondre pour chaque proposition :**

	Oui, il s'agissait d'un enseignement complet (minimum 15 heures)	Oui, ce sujet a fait l'objet d'un éclairage au sein d'un cours dédié à un autre sujet	Non, pas du tout
1. PRODUITS, ALIMENTS, PLATS, RÉGIMES ALIMENTAIRES :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Biologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Commerce équitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Appellation d'origine protégée (AOP) / Indication géographique protégée (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / régional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditionnel / coutume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Végétarisme,			



véganisme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. PRODUCTION :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agriculture biologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroécologie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Autres méthodes de production alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. CONNEXIONS / RELATIONS PRODUCTEUR-CONSOMMATEUR :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vente directe, circuits courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Marchés de producteurs, systèmes de paniers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Communautés alimentaires, par exemple agriculture soutenue par les consommateurs (AMAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. CONCEPTS :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systèmes alimentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Souveraineté alimentaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sécurité alimentaire et nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systèmes alimentaires alternatifs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversité alimentaire locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Résilience des systèmes alimentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorisation [attribuer ou décider de la valeur d'un produit, par exemple].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Participation des acteurs non marchands / développement participatif auto-organisé / co-développement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Économie  
circulaire

## VOS ATTENTES FUTURES

**Q9 Pensez-vous qu'un cours sur les systèmes alimentaires territorialisés pourrait vous être utile pour votre futur professionnel ?**

Oui

Non

**Q10 Comment évaluez-vous l'intérêt des sujets suivants pour un futur cours ? Merci de répondre pour chaque élément :**

	Extrêmement important	Très important	Modérément important	Légèrement important	Pas du tout important
1. PRODUITS, ALIMENTS, PLATS, RÉGIMES, ALIMENTAIRES :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Biologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Commerce équitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Appellation d'origine protégée (AOP) / Indication géographique protégée (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / régional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditionnel / coutume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Végétarisme, véganisme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. PRODUCTION :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agriculture biologique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroécologie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Autres méthodes de production alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. CONNEXIONS / RELATIONS PRODUCTEUR -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONSOMMATEUR

- Vente directe, circuits courts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Marchés de producteurs, systèmes de paniers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Communautés alimentaires, par exemple agriculture soutenue par les consommateurs (AMAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. DIMENSIONS DE LA DURABILITÉ ALIMENTAIRE :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Écologique / environnementale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sociale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Santé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Économique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Culturelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Politique (par exemple, les politiques alimentaires)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. CONCEPTS :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systèmes alimentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Souveraineté alimentaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sécurité alimentaire et nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systèmes alimentaires alternatifs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversité alimentaire locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Résilience des systèmes alimentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorisation [attribuer ou décider de la valeur d'un produit, par exemple].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Participation des acteurs non marchands /					

développement  
participatif auto-  
organisé / co-  
développement  
- Économie  
circulaire

**Q11 Pensez-vous à d'autres sujets qu'il serait intéressant d'aborder en cours ? Merci de les nommer :**

**Q12 Préférez-vous suivre un enseignement complet sur les sujets ci-dessus ou bien simplement quelques cours dans le cadre d'autres enseignements ? Merci de choisir une réponse :**

Un enseignement complet (au moins 15 heures)

Quelques cours (1 à 4 heures) dans le cadre d'autres enseignements

**Q13 Comment évaluez-vous l'intérêt des méthodes pédagogiques suivantes ? Veuillez répondre pour chaque proposition :**

	Pas intéressant du tout	Modérément intéressant	Très intéressant
Cours magistraux standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cours magistraux avec débats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Séminaires, ateliers interactifs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sorties terrain, excursions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travaux de groupe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cours internationaux (à portée multiculturelle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coopération avec des lycées, collèges, écoles (par exemple des étudiants qui enseigneraient aux élèves des écoles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stage dans une entreprise agroalimentaire, une organisation liée à l'alimentation ou une collectivité territoriale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Y a-t-il d'autres méthodes d'enseignement que vous souhaiteriez voir utilisées ? Merci de les nommer :**

**Q15 Trouveriez-vous intéressant d'acquérir les compétences spécifiques suivantes au sujet des systèmes alimentaires territorialisés ? Merci de répondre pour chaque proposition :**

	Pas du tout intéressant	Modérément intéressant	Très intéressant
Aptitudes d'analyse et de résolution de problème	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Créativité dans la résolution de problème	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aptitude à travailler en laboratoire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacité à rechercher de l'information pertinente sur Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compétences en communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aptitude à travailler en équipe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacité à s'adapter et à agir dans de nouvelles situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacité à travailler sous pression (respect d'échéances temporelles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation et créativité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maîtriser des connaissances basiques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savoir comparer et analyser différentes opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savoir émettre des jugements et justifier ses choix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16 Y a-t-il d'autres compétences que vous souhaiteriez acquérir ? Merci de les nommer :**

## **INFORMATION GENERALE**

**Q17 Merci de sélectionner votre âge :**

Veuillez sélectionner... ▼

**Q18 Merci de sélectionner votre genre :**

Femme

Homme

**Q19 Quelle est votre nationalité ?**

**Q20 Quel niveau d'études préparez-vous actuellement ?**

Bachelor (Licence, BAC + 3)

Master (diplôme d'ingénieur, BAC + 5)

PhD (Doctorat, BAC + 8)



**Q21 Quel est votre niveau d'étude actuel ?**

Veillez sélectionner... ▼

**Q22 Dans quel domaine étudiez-vous ?**

Sciences agricoles / horticoles

Sciences de la nutrition et de l'alimentation

Sciences environnementales

Autre

**Q23 Dans quelle université/institute étudiez-vous ?**

Agricultural University Plovdiv, Bulgaria

ISARA, Lyon, France

FH Münster University of Applied Sciences, Germany

University of Gastronomic Sciences, Bra, Italy

University of Oradea, Romania

Warsaw University of Life Sciences, Poland

Autre, merci de préciser ici :

» **Umleitung auf Schlussseite von Umfrage Online**



## **GOODFOOD Erasmus+ Survey - Italian**

### **GOODFOOD Sondaggio**

Cari studenti

Nell'ambito del progetto GOODFOOD stiamo studiando la comprensione da parte degli studenti del concetto di Sistema Alimentare e in particolare il ruolo del Luogo, ovvero i cosiddetti sistemi alimentari integrati che sono legati a territori o regioni. Inoltre, stiamo studiando le aspettative degli studenti verso l'educazione in questa materia. Ecco perché vi invitiamo a partecipare a questo sondaggio - ci piacerebbe sentire le vostre opinioni!

Il sondaggio viene effettuato in tutte le università dei partner di progetto allo stesso tempo. Questi sono: Agricultural University Plovdiv in Bulgaria, FH Münster University of Applied Sciences in Germania, ISARA-Lyon in Francia, University of Gastronomic Sciences in Italia, University of Oradea in Romania, Warsaw University of Life Sciences (SGGW) in Polonia.

I risultati dell'indagine hanno lo scopo di aiutare a sviluppare nuovi corsi e adattare quelli esistenti. I dati raccolti sono usati solo per questo scopo.

Rispondere alle domande richiede circa 10 - 15 minuti. Si prega di rispondere a tutte le domande, poiché questo è l'unico modo per ottenere risultati solidi e affidabili. La partecipazione al sondaggio è volontaria. I dati personali non vengono raccolti; l'elaborazione delle risposte è anonima.

È possibile partecipare al sondaggio fino al 09 luglio 2021. Si ricorda che è possibile partecipare solo una volta.

Raccomandiamo di fare il sondaggio in una sola seduta. Se hai delle domande, non esitare a contattarci via e-mail.

Grazie per la tua partecipazione e per aver completato il nostro sondaggio!

Prof. Dr. Carola Strassner e partner GOODFOOD

Department of Food - Nutrition - Facilities

FH Münster University of Applied Sciences

tel: 00 49 251 83 65415

email: [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)

[www.fh-muenster.de](http://www.fh-muenster.de)

Questa indagine fa parte del progetto Good teaching practices in experiential learning for effective education in embedded food systems (GOODFOOD). È co-finanziato dal programma Erasmus+ dell'Unione Europea.

Co-funded by the  
Erasmus+ Programme  
of the European Union



## ATTEGGIAMENTO ATTUALE

**Q1 Sei responsabile dell'acquisto del cibo nella tua famiglia/casa? Per favore, seleziona una risposta:**

- sì
- sì, ma condivido la responsabilità con qualcun altro
- di solito no, ma a volte faccio la spesa
- no

**Q2 Con quale frequenza compri il cibo per la sua famiglia/casa?**

- ogni giorno
- 2-3 volte a settimana
- una volta alla settimana
- 2-3 volte al mese
- una volta al mese
- poche volte all'anno
- mai

**Q3 Quanto spesso cucini per te/la tua famiglia/casa?**

- ogni giorno
- 2-3 volte a settimana
- una volta alla settimana
  
- 2-3 volte al mese
- una volta al mese
- poche volte all'anno
- mai

**Q4 Quanto sono importanti per te i seguenti valori quando fa la spesa/consumi un pasto? Quanto sono importanti i motivi delle tue decisioni di acquisto/consumo? Per favore, classifica quanto segue:**

	Estremamente importante	Molto importante	Moderatamente importante	Leggermente importante	Per niente importante
impatto ambientale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
salute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prezzo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
impatto sociale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gusto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benessere degli animali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
composizione del prodotto (elenco degli ingredienti)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenza di un'etichetta particolare (biologico / commercio equo e solidale / slow food / DOP (= Denominazione d'origine protetta) / IGP (= Indicazione Geografica Protetta) / no OGM (= organismo geneticamente modificato))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indicazioni per una dieta speciale (vegetariano / vegano / altro)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
produzione locale / produzione regionale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## LA VOSTRA COMPrensIONE

**Q5 Secondo te, quanto sono importanti i seguenti elementi per un SISTEMA ALIMENTARE integrato in una regione o territorio? Si prega di classificare:**

Estremamente importante	Molto importante	Moderatamente importante	Leggermente importante	Per niente importante
----------------------------	------------------	-----------------------------	---------------------------	-----------------------

ha un impatto negativo minimo sull'ambiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mantiene gli ecosistemi sani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
protegge la biodiversità	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rispetta il benessere degli animali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
incoraggia le infrastrutture locali di produzione e distribuzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
è economicamente buono (fornisce un buon reddito a produttori, distributori, venditori)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sostiene le comunità locali o gli agricoltori locali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
è in parte sostenuto da una gestione alimentare che permette il confronto tra gli attori del sistema alimentare, le autorità locali e la società civile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
permette flussi circolari per la gestione dei rifiuti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rispetta i bisogni delle generazioni future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
è umano e giusto, proteggendo gli agricoltori e altri lavoratori, i consumatori e le comunità	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rende il cibo nutriente disponibile, accessibile e conveniente per tutti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## LE TUE CONOSCENZE DI BASE

**Q6 Sei interessato ai sistemi alimentari territoriali o regionali?**

- sì
- un po'
- no

**Q7 Hai già avuto un corso nel tuo programma di studi relativo ai Sistemi alimentari territoriali o regionali?**

- sì
- no

**Q8 Qualcuno di questi argomenti è stato trattato nella sua formazione universitaria? Per favore, rispondi per ogni argomento.**

	sì, era un corso intero (minimo 15 ore)	sì, ci sono state alcune lezioni (1-4) su questo argomento all'interno di altri corsi	no, per niente
1. Prodotti, alimenti, piatti, diete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Commercio Equo e Solidale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-			
Denominazione d'origine protetta (DOP) / Indicazione geografica protetta (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Locale / regionale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Tradizionale / consuetudinario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vegetarismo, veganismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Produzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- agricoltura biologica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- agroecologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- altri metodi di produzione alternativi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Connessioni / relazioni produttore-consumatore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vendita diretta, catene alimentari corte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Mercato degli agricoltori, cassette miste del GAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comunità del cibo, per esempio l'agricoltura sostenuta dalla comunità (CSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dimensioni della sostenibilità alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ecologico / ambientale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- sociale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- salute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- economica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- culturale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- politico (es. politiche)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Concetti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sistemi alimentari	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sovranità alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sicurezza alimentare e nutrizione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Reti alimentari alternative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversità alimentare locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Resilienza del sistema alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorizzazione [assegnare o			



aggiungere o decidere un valore, ad esempio di un prodotto]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-			
Partecipazione degli stakeholder non di mercato / sviluppo partecipativo auto-organizzato / co-sviluppo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Economia circolare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ASPETTATIVE FUTURE

**Q9 Pensa che un corso sui Sistemi alimentari regionali o territoriali saranno utili per il tuo futuro impiego/lavoro?**

si

no

**Q10 Quanto ritieni interessanti i seguenti argomenti per un futuro corso di insegnamento? Si prega di valutare:**

	Estremamente importante	Molto importante	Moderatamente importante	Leggermente importante	Per niente importante
1. Prodotti, alimenti, piatti, diete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Commercio Equo e Solidale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-					
Denominazione d'origine protetta (DOP) / Indicazione geografica protetta (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Locale / regionale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Tradizionale / consuetudinario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Vegetarismo, veganismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Produzione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- agricoltura biologica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- agroecologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- altri metodi di produzione alternativi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Connessioni / relazioni produttore-consumatore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vendita diretta, catene alimentari corte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Mercato degli agricoltori, cassette miste del GAS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comunità del cibo, per esempio l'agricoltura sostenuta dalla comunità (CSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dimensioni della sostenibilità alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ecologico / ambientale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- sociale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- salute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- economica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- culturale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- politico (es. politiche)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Concetti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sistemi alimentari	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sovranità alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sicurezza alimentare e nutrizione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Reti alimentari alternative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversità alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

locale					
- Resilienza del sistema alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorizzazione [assegnare o aggiungere o decidere un valore, ad esempio di un prodotto]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-					
Partecipazione degli stakeholder non di mercato / sviluppo partecipativo auto-organizzato / co-sviluppo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Economia circolare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11 Ci sono degli argomenti che mancano per te? Per favore, nominali.**

**Q12 Preferisci avere un intero corso sugli argomenti di cui sopra o solo alcune lezioni? Per favore, seleziona una risposta:**

- un intero corso (almeno 15 ore)
- alcune lezioni (1-4) all'interno di altri corsi

**Q13 Come giudichi seguenti metodi di insegnamento? Si prega di valutare:**

	per niente interessante	moderatamente interessante	molto interessante
lezioni regolari	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conferenze con discussione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
seminari	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
laboratori interattivi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gite ed escursioni sul campo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lavoro di gruppo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
corsi internazionali (multiculturali, ambiente internazionale)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
corsi e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cooperazione e lavoro con gli attori del sistema alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stage in un'azienda alimentare o in un'organizzazione legata al cibo o al territorio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Ci sono altri metodi di insegnamento che vorresti utilizzare? Per favore, nominali.**

**Q15 Quanto troveresti interessante l'apprendimento delle seguenti competenze specifiche dei sistemi alimentari regionali o territoriali? Si prega di valutare:**

	per niente interessante	moderatamente interessante	molto interessante
capacità di risolvere i problemi in modo analitico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di risolvere i problemi in modo creativo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di lavorare in un laboratorio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di cercare informazioni rilevanti in internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di comunicazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di lavorare in gruppo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di adattarsi / agire in situazioni nuove	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di lavorare sotto pressione (lavorare alle scadenze)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di innovare e creare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
possesso di conoscenze di base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di confrontare e analizzare opinioni diverse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
capacità di esprimere giudizi e giustificare le decisioni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16 C'è un'altra abilità che vorresti imparare? Ti prego di nominarla.**

## **INFORMAZIONI GENERALI**

**Q17 Per favore seleziona la tua età (anni):**

**Q18 Per favore, seleziona il tuo sesso:**

femmina

maschio

altro

**Q19 Qual è la tua nazionalità?**

**Q20 Per quale Programma accademico stai attualmente studiando?**

- Bachelor
- Master
- PhD

**Q21 Nel tuo corso di laurea in quale anno di studio ti trovi?**

Please choose... ▼

**Q22 In quale campo si svolge il tuo attuale programma di studio?**

- scienze agricole / orticole
- scienza dell'alimentazione / nutrizione
- scienze ambientali
- altro, specificare qui:

**Q23 In quale università stai studiando il tuo attuale programma di studi?**

- Agricultural University Plovdiv, Bulgaria
- ISARA, Lyon, France
- FH Münster University of Applied Sciences, Germany
- University of Gastronomic Sciences, Bra, Italy
- University of Oradea, Romania
- Warsaw University of Life Sciences, Poland
- altro, specificare qui:

» **Umleitung auf Schlussseite von Umfrage Online**



## GOODFOOD Erasmus+ Survey - Polish

### Dzień dobry

Drodzy Studenci!

W ramach projektu GOODFOOD prowadzimy obecnie badania dotyczące sposobu rozumienia pojęcia Systemu Żywnościowego, a w szczególności roli Miejsca, a więc tzw. 'Embedded food systems', które są powiązane z terytoriami lub regionami. Ponadto badamy oczekiwania studentów wobec edukacji w zakresie powyższego tematu. Dlatego też chcielibyśmy Was zachęcić do udziału w tej ankiecie - chcielibyśmy poznać Wasze zdanie!

Badanie jest prowadzone jednocześnie na wszystkich uczelniach biorących udział w projekcie GOODFOOD. Są to: Agricultural University Plovdiv w Bułgarii, FH Münster University of Applied Sciences w Niemczech, ISARA-Lyon we Francji, University of Gastronomic Sciences we Włoszech, University of Oradea w Rumunii i Szkoła Główna Gospodarstwa Wiejskiego w Warszawie.

Wyniki ankiety mają na celu pomóc w opracowaniu nowych kursów i dostosowaniu już istniejących. Zebrane dane będą wykorzystywane wyłącznie w tym celu.

Udzielenie odpowiedzi na pytania zajmuje około 10 - 15 minut. Prosimy o udzielenie odpowiedzi na wszystkie pytania, ponieważ tylko w ten sposób możemy uzyskać solidne i wiarygodne wyniki. Udział w ankiecie jest dobrowolny. Dane osobowe nie są gromadzone; przetwarzanie odpowiedzi jest anonimowe.

Możesz wziąć udział w ankiecie do 9 lipca 2021. Pamiętaj, że możesz wypełnić ankietę tylko raz. Zalecamy wypełnienie ankiety podczas jednego podejścia. W przypadku jakichkolwiek pytań prosimy o kontakt mailowy.

Dziękujemy za udział w badaniu!

Prof. Dr. Carola Strassner i Partnerzy projektu GOODFOOD  
Department of Food - Nutrition - Facilities  
FH Münster University of Applied Sciences  
tel: 00 49 251 83 65415  
email: [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)  
[www.fh-muenster.de](http://www.fh-muenster.de)

Ta ankieta jest częścią projektu „Dobre praktyki dydaktyczne dla efektywnego kształcenia w zakresie terytorialnych systemów żywnościowych” (GOODFOOD) współfinansowanego ze środków programu Erasmus+ Unii Europejskiej.





## POSTAWY

**Q1 Czy jesteś odpowiedzialny za zakupy żywności w swoim gospodarstwie domowym?**

- tak
- tak, ale dzielę tę odpowiedzialność z kimś innym
- zwykle nie, ale czasami robię zakupy
- nie

**Q2 Jak często kupujesz żywność dla Twojego gospodarstwa domowego?**

- codziennie
- 2-3 razy w tygodniu
- raz w tygodniu
- 2-3 razy w miesiącu
- raz w miesiącu
- kilka razy w roku
- nigdy

**Q3 Jak często gotujesz dla siebie / dla członków Twojego gospodarstwa domowego?**

- codziennie
- 2-3 razy w tygodniu
- raz w tygodniu
- 2-3 razy w miesiącu
- raz w miesiącu
- kilka razy w roku
- nigdy

**Q4 Jak ważne są dla Ciebie następujące wartości, kiedy kupujesz/spożywasz żywność? Jakie są motywy Twoich decyzji dotyczących zakupów / spożywania żywności? Dokonaj oceny:**

	Niezwykłe ważne	Bardzo ważne	Średnio ważne	Mało ważne	Nie ważne
Wpływ na środowisko naturalne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zdrowie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skutki społeczne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dobrostan zwierząt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skład produktu (lista składników)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obecność konkretnej etykiety (ekologiczne / fair trade / slow food / PDO (= chroniona nazwa pochodzenia (ang. Protected Designation of Origin)) / PGI (= chronione oznaczenie geograficzne (ang. Protected Geographical Indication)) / bez GMO (= genetycznie modyfikowane organizmy))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specjalna dieta (wegetariańska / wegańska / inna)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produkcja lokalna / produkcja regionalna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**TWOJE ZDANIE**

**Q5 Jak ważne są Twoim zdaniem następujące elementy systemu żywnościowego osadzonego w danym regionie/terytorium?**

	Niezwykłe ważne	Bardzo ważne	Średnio ważne	Mało ważne	Nie ważne
Ma minimalny negatywny wpływ na środowisko naturalne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utrzymuje zdrowe ekosystemy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chroni bioróżnorodność	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respektuje dobrostan zwierząt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wspiera infrastrukturę służącą lokalnej produkcji i dystrybucji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jest uzasadniony ekonomicznie (zapewnia dobre dochody dla producentów, dystrybutorów, sprzedawców)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wspiera lokalne społeczności i lokalnych rolników	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jest częściowo kształtowany przez zarządzanie żywnością, które umożliwia dyskusję między podmiotami systemu żywnościowego, władzami lokalnymi i społeczeństwem obywatelskim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umożliwia obieg zamknięty w zarządzaniu odpadami	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respektuje potrzeby przyszłych pokoleń	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jest humanitarny i sprawiedliwy, chroni rolników, innych pracowników,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

konsumentów i społeczności

Sprawia, że wysokiej jakości żywność jest dostępna (fizycznie i ekonomicznie) dla wszystkich

## WIEDZA

**Q6 Czy interesuje Cię temat terytorialnych lub regionalnych systemów żywnościowych?**

tak

trochę

nie

**Q7 Czy miałeś już w programie studiów przedmioty związane tematycznie z terytorialnymi lub regionalnymi systemami żywnościowymi?**

tak

nie

**Q8 Czy któryś z poniższych tematów był omawiany w ramach Twojej dotychczasowej edukacji na uczelni? Odpowiedz uwzględniając każdy temat.**

	Tak, to był cały przedmiot (co najmniej 15 godzin)	Tak, było kilka wykładów (1-4) na ten temat w ramach innych przedmiotów	Nie
1. PRODUKTY, ŻYWNOSĆ, DANIA, DIETY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Żywność ekologiczna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fair Trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Chroniona Nazwa Pochodzenia (PDO) / Chronione Oznaczenie Geograficzne (PGI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Lokalne /			

regionalne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Tradycyjne / zwyczajowe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Wegetarianizm, weganizm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. PRODUKCJA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rolnictwo ekologiczne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroekologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Inne alternatywne metody produkcji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. RELACJE / POWIĄZANIA PRODUCENT- KONSUMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sprzedaż bezpośrednia, krótkie łańcuchy dostaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Bazary/targi z żywnością (farmers markets), systemy skrzynek (box schemes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Społeczności żywieniowe, np. rolnictwo wspierane przez społeczność (CSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. WYMIARY ZRÓWNOWAŻENIA SYSTEMU ŻYWNOŚCIOWEGO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ekologiczny / środowiskowy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- społeczny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- zdrowotny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ekonomiczny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- kulturowy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- polityczny (np. polityka żywnościowa itp.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. KONCEPCJE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systemy Żywnościowe (ang. Food Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Suwerenność żywnościowa (ang. Food Sovereignty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Bezpieczeństwo			

żywnościowe i żywienie (ang. Food Security and Nutrition) - Alternatywne Sieci Żywnościowe (ang. Alternative Food Networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Lokalna różnorodność żywności (ang. Local food diversity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Odporność system żywnościowego (ang. Food System resilience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Waloryzacja (przypisywanie lub dodawanie lub decydowanie o wartości, np. produktu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Udział interesariuszy pozarynkowych / samoorganizujący się partycypacyjny rozwój / współrozwój	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Gospodarka o obiegu zamkniętym (ang. Circular economy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## OCZEKIWANIA NA PRZYSZŁOŚĆ

**Q9 Czy uważasz, że przedmiot lub wykłady na temat regionalnych lub terytorialnych Systemów Żywnościowych byłyby przydatne dla Twojego przyszłego zatrudnienia?**

tak

nie

**Q10 Za jak interesujące uważasz następujące tematy (jako potencjalne tematy wykładów w ramach przedmiotów realizowanych na studiach)?**

	Niezwykłe interesujące	Bardzo interesujące	Średnio interesujące	Mało interesujące	Wcale nie interesujące
1. PRODUKTY, ŻYWNOSĆ, DANIA, DIETY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Żywność					

ekologiczna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fair Trade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Chroniona Nazwa Pochodzenia (PDO) / Chronione Oznaczenie Geograficzne (PGI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Lokalne / regionalne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Tradycyjne / zwyczajowe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Wegetarianizm, weganizm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. PRODUKCJA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rolnictwo ekologiczne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroekologia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Inne alternatywne metody produkcji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. RELACJE / POWIĄZANIA PRODUCENT-KONSUMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sprzedaż bezpośrednia, krótkie łańcuchy dostaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Bazary/targi z żywnością (farmers markets), systemy skrzynek (box schemes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Społeczności żywieniowe, np. rolnictwo wspierane przez społeczność (CSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. WYMIARY ZRÓWNOWAŻENIA SYSTEMU ŻYWNOŚCIOWEGO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ekologiczny / środowiskowy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- społeczny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- zdrowotny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- ekonomiczny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- kulturowy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- polityczny (np. polityka żywnościowa itp.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. KONCEPCJE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Systemy Żywnościowe (ang. Food Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Suwerenność żywnościowa (ang. Food Sovereignty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Bezpieczeństwo żywnościowe i żywienie (ang. Food Security and Nutrition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Alternatywne Sieci Żywnościowe (ang. Alternative Food Networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Lokalna różnorodność żywności (ang. Local food diversity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Odporność system żywnościowego (ang. Food System resilience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Waloryzacja (przypisywanie lub dodawanie lub decydowanie o wartości, np. produktu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Udział interesariuszy pozarynkowych / samoorganizujący się partycypacyjny rozwój / współrozwój	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Gospodarka o obiegu zamkniętym (ang. Circular economy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11 Czy na powyższej liście powinny się znaleźć jeszcze jakieś tematy? Jeśli tak, wymień je.**

**Q12 Czy wolałbyś mieć cały przedmiot obejmujący powyższe tematy, czy tylko kilka wykładów? Wybierz jedną odpowiedź:**

- cały przedmiot (co najmniej 15 godzin)
- kilka wykładów (1-4) w ramach innych przedmiotów

**Q13 Za jak interesujące uważasz następujące metody nauczania?:**

	Wcale nie interesujące	Średnio interesujące	Bardzo interesujące
Wykłady	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wykłady połączone z dyskusją	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seminaria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaktywne warsztaty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wyjazdy terenowe, wycieczki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praca w grupach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursy międzynarodowe (wielokulturowe, międzynarodowe środowisko)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kursy e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Współpraca z interesariuszami systemu żywnościowego / Staż w firmie lub organizacji z sektora żywnościowego lub na terytorium związanym z żywnością	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Czy są inne metody nauczania, które powinni wykorzystywać nauczyciele akademicy podczas prowadzenia zajęć na uczelni? (metody, z wykorzystaniem których chciałbyś być edukowany?). Jeśli tak, wymień je.**


**Q15 Za jak interesujące uważasz zdobywanie następujących umiejętności/kompetencji w nawiązaniu do tematyki regionalnych lub terytorialnych Systemów Żywnościowych?**

	Wcale nie interesujące	Średnio interesujące	Bardzo interesujące
Umiejętność analitycznego rozwiązywania problemów	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność kreatywnego rozwiązywania problemów	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność pracy w laboratorium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność wyszukiwania odpowiednich informacji w Internecie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętności komunikacyjne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność pracy zespołowej	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zdolność do adaptacji/działania w nowych sytuacjach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność pracy pod presją czasu (praca terminowa)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zdolność do innowacji i tworzenia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posiadanie podstawowej wiedzy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność porównywania i analizowania różnych opinii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Umiejętność dokonywania trafnej oceny i uzasadniania decyzji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16 Czy są inne kompetencje/umiejętności poza wymienionymi powyżej, które chciałbyś nabyć? Jeśli tak, wymień je.**

## **INFORMACJE OGÓLNE**

**Q17 Określ swój wiek (w latach):**

18 

**Q18 Określ swoją płeć:**

- kobieta
- mężczyzna
- inna

**Q19 Określ swoją narodowość**

**Q20 Na którym stopniu studiów obecnie studiujesz?**

- Studia I stopnia (inżynierskie/licencjackie)
- Studia II stopnia (magisterskie)
- Studia III stopnia (doktoranckie)

**Q21 Na którym roku studiów jesteś?**

Proszę wybrać...



**Q22 Na jakim kierunku (w jakiej dziedzinie) studiujesz obecnie?**

- nauki rolnicze / ogrodnictwo
- nauki o żywności / żywieniu
- nauki o środowisku
- inne - określ:

**Q23 Na której uczelni studiujesz obecnie?**

- Agricultural University Plovdiv, Bułgaria
- ISARA, Lyon, Francja
- FH Münster University of Applied Sciences, Niemcy
- University of Gastronomic Sciences, Bra, Włochy
- University of Oradea, Rumunia
- Szkoła Główna Gospodarstwa Wiejskiego w Warszawie, Polska
- Inna uczelnia - określ:

» **Umleitung auf Schlussseite von Umfrage Online**



## GOODFOOD Erasmus+ Survey - Romanian

### Welcome!

Dragi studenți,

Ca parte a proiectului GOODFOOD, prin acest chestionar avem în vedere studiul gradului de înțelegere a studenților în ceea ce privește conceptul de sistem alimentar și, în special, rolul locului, în cazul așa-numitelor sisteme alimentare încorporate, care sunt strâns legate de anumite teritorii sau regiuni. În plus, prin intermediul acestui chestionar avem în vedere și analiza așteptărilor studenților față de educație în cadrul acestui subiect. Acesta este motivul pentru care vă invităm să participați la acest sondaj. Ne-ar plăcea să auzim opiniile dumneavoastră!

Sondajul se desfășoară în același timp la toate universitățile partenerilor noștri din proiect. Acestea sunt: Universitatea Agricolă Plovdiv din Bulgaria, Universitatea de Științe Aplicate FH Münster din Germania, ISARA-Lyon din Franța, Universitatea de Științe Gastronomice din Italia, Universitatea din Oradea din România și Universitatea de Științe ale Vieții din Varșovia (SGGW), Polonia.

Rezultatele sondajului sunt destinate să ajute la dezvoltarea de noi cursuri și la adaptarea celor existente. Datele colectate sunt utilizate numai în acest scop.

Completarea chestionarului durează aproximativ 10 - 15 minute. Vă rugăm să răspundeți la toate întrebările, deoarece aceasta este singura modalitate de a obține rezultate robuste și fiabile. Participarea la sondaj este voluntară. Datele personale nu sunt colectate iar prelucrarea răspunsurilor este anonimă.

Puteți participa la sondaj până în data de 09 iulie 2021. Vă rugăm să rețineți că puteți participa o singură dată. Vă recomandăm să completați chestionarul într-o singură sesiune. Dacă aveți întrebări, vă rugăm să nu ezitați să ne contactați prin e-mail.

Vă mulțumim pentru participare și pentru completarea chestionarului nostru!

Prof. Dr. Carola Strassner și partenerii GOODFOOD

Departamentul de Alimentație - Nutriție – Facilități

Universitatea de Științe Aplicate FH Münster

tel: 00 49 251 83 65415

e-mail: [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)

Acest sondaj face parte din proiectul Bune practici didactice în învățarea experiențială pentru o educație eficientă în sistemele alimentare încorporate (GOODFOOD). Proiectul este co-finanțat de programul Erasmus + al Uniunii Europene.

Co-funded by the  
Erasmus+ Programme  
of the European Union



## ATITUDINEA PREZENTĂ

**Q1 Sunteți însărcinat să cumpărați alimentele în cadrul familiei dumneavoastră? Vă rugăm să selectați un răspuns**

- Da
- Da, dar împărtășesc responsabilitatea cu altcineva
- De obicei nu, dar uneori fac cumpărăturile
- Nu

**Q2 Cât de des cumpărați alimente pentru familia dumneavoastră?**

- În fiecare zi
- De 2-3 ori pe săptămână
- O dată pe săptămână
- De 2-3 ori pe lună
- O dată pe lună
- De câteva ori pe an
- Niciodată



**Q3 Cât de des gătiți pentru dumneavoastră/ familia dumneavoastră?**

- În fiecare zi
- De 2-3 ori pe săptămână
- O dată pe săptămână
- De 2-3 ori pe lună
- O dată pe lună
- De câteva ori pe an
- Niciodată

**Q4 Cât de importante sunt următoarele valori pentru dumneavoastră atunci când cumpărați / consumați alimente? Cât de importante sunt motivele legate de deciziile dumneavoastră de cumpărare / consum? Vă rugăm să apreciați următoarele:**

	Extrem de important	Foarte important	Moderat de important	Puțin important	Deloc important
Impact asupra mediului	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sănătate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preț	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bunăstarea animalelor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compoziția produsului (lista de ingrediente)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etichete speciale (organic / comerț echitabil / slow food / PDO (= Denumire de origine protejată) / IGP (= Indicație geografică protejată) / fără OMG (= Organisme modificate genetic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietă specială (vegetariană / vegană / alta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producție locală / regională	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **NIVELUL DUMNEAVOASTRĂ DE ÎNȚELEGERE**

**Q5 În opinia dumneavoastră, cât de importante sunt următoarele elemente ale unui SISTEM ALIMENTAR încorporat într-o regiune sau teritoriu? Vă rugăm să le apreciați:**

Extrem de important	Foarte important	Moderat de important	Puțin important	Deloc important
---------------------	------------------	----------------------	-----------------	-----------------

Are un impact negativ minim asupra mediului	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menține ecosisteme sănătoase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protejează biodiversitatea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectă bunăstarea animalelor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Încurajează infrastructurile locale de producție și distribuție	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Este solid din punct de vedere economic (oferă venituri bune producătorilor, distribuitorilor, vânzătorilor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Srijină comunitățile locale sau fermierii locali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Este parțial modelat de o guvernare alimentară care permite discuții între actorii sistemului alimentar, autoritățile locale și societatea civilă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Permite fluxuri circulare pentru gestionarea deșeurilor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectă nevoile generațiilor viitoare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Este uman și drept, protejând fermierii și alți lucrători, consumatori și comunități	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Face ca alimentele nutritive să fie disponibile și accesibile tuturor, inclusiv ca preț

## CUNOȘTINȚELE DUMNEAVOASTRĂ DE BAZĂ

**Q6 Sunteți interesat de Sistemele Alimentare teritoriale sau regionale?**

Da

Puțin

Nu

**Q7 Ați parcurs deja un curs în programul dumneavoastră de studiu legat de Sistemele Alimentare teritoriale sau regionale?**

Da

Nu

**Q8 Ați abordat vreunul dintre aceste subiecte în cadrul programului dumneavoastră de studiu? Vă rugăm să răspundeți pentru fiecare subiect.**

	Da, a fost un curs întreg (minimum 4) pe această temă în cadrul altor 15 ore)	Da, au existat câteva prelegeri (1- cursuri	Nu, deloc
PRODUSE, ALIMENTE, FELURI DE MÂNCARE, DIETE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comerț echitabil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Denumire de origine protejată (DOP) Indicație geografică protejată (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditional / cutumiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Vegetarianism, Veganism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PRODUCTIE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agricultură organică	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroecologie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Alte metode alternative de producție	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONEXIUNI / RELATII PRODUCĂTOR- CONSUMATOR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vânzare directă, lanțuri alimentare scurte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Piețe agricole, comercializare în cutii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comunități alimentare, de exemplu, agricultura susținută de comunitate (ASC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DIMENSIUNILE SUSTENABILITATII ALIMENTARE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Ecologică/ de mediu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Socială	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sănătate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Economică	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Culturală	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Politică (e.g. politici)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONCEPTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sisteme alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Suveranitatea alimentară	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Securitate alimentară și nutriție	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rețele alimentare alternative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversitatea alimentelor locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rezistența sistemului alimentar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorizare (atribuirea sau adăugarea sau decizia asupra unei valori de ex. a unui produs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Participarea părților			

interesate din afara  
pieței/ dezvoltare  
participativă auto-  
organizată / co-  
dezvoltare

- Economie circulară

## AȘTEPTĂRI VIITOARE

**Q9 Considerați că un curs sau teme legate de sistemele alimentare regionale sau teritoriale vor fi utile pentru viitorul dumneavoastră loc de muncă?**

Da

Nu

**Q10 ât de interesante considerați următoarele teme pentru a fi incluse într-un curs didactic viitor? Vă rugăm să evaluați:**

	Extrem de important	Foarte important	Moderat de important	Puțin important	Deloc important
PRODUSE, ALIMENTE, FELURI DE MÂNCARE, DIETE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Organice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comerț echitabil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Slow Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Terroir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Denumire de origine protejată (DOP) Indicație geografică protejată (IGP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Local / regional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Traditional / cutumiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vegetarianism, Veganism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PRODUCTIE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agricultură organică	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Agroecologie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Alte metode alternative de producție	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONEXIUNI / RELATII PRODUCĂTOR-					

CONSUMATOR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Vânzare directă, lanțuri alimentare scurte	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Piețe agricole, comercializare în cutii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Comunități alimentare, cum ar fi ASC(agricultură susținută de comunitate)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DIMENSIUNILE SUSTENABILITATII ALIMENTARE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Ecologică/ de mediu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Socială	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sănătate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Economică	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Culturală	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Politică (de ex. politici)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONCEPTE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Sisteme alimentare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Suveranitate alimentară	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Securitate alimentară și nutriție	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rețele alimentare alternative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Diversitatea alimentelor locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Rezistența sistemului alimentar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Valorizare (atribuirea sau adăugarea sau decizia asupra unei valori de ex. a unui produs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Participarea părților interesate din afara pieței / dezvoltare participativă auto-organizată / co-dezvoltare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Economie circulară	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11 Există teme care nu au fost menționate, dar pe care le-ați dori incluse? Vă rugăm să le menționați.**

**Q12 Preferați să parcurgeți un curs întreg pe teme de mai sus sau doar câteva prelegeri? Vă rugăm să selectați un răspuns:**

- Un curs întreg (cel puțin 15 ore)
- Câteva prelegeri (1-4) în cadrul altor cursuri

**Q13 Cât de interesante considerați următoarele metode de predare? Vă rugăm să le evaluați:**

	Deloc interesante	Moderat de interesante	Foarte interesante
Prelegeri obișnuite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prelegeri cu discuții	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seminarii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ateliere interactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vizite pe teren și excursii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activități în grup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cursuri internaționale (într-un mediu multicultural, internațional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cursuri e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperarea și lucrul cu părțile interesate din sistemul alimentar/ Stagiul de practică într-o companie sau într-o organizație/teritoriul cu profil alimentar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q14 Există alte metode de predare pe care ați dori să le utilizăm? Vă rugăm să le numiți.**

A large, empty rectangular box with a thin black border, intended for the respondent to write their answer to the question.

**Q15 Cât de interesantă ați considera învățarea următoarelor abilități specifice Sistemelor Alimentare regionale sau teritoriale? Vă rugăm să le evaluați:**

	Deloc interesantă	Moderat de interesantă	Foarte interesantă
Abilități analitice de rezolvare a problemelor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilități creative de rezolvare a problemelor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilitatea de a lucra într-un laborator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a căuta informații relevante pe internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilități de comunicare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilități de lucru în echipă	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a se adapta / acționa în situații noi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abilitatea de a lucra sub presiunea timpului (a lucra până la termene)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a inova și de a crea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a poseda cunoștințe de bază	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a compara și analiza diferite opinii	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacitatea de a judeca și de a justifica deciziile luate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17 Există o altă abilitate pe care doriți să o învățați? Vă rugăm să o numiți.**

## **INFORMAȚII GENERALE**

**Q17** Vă rugăm să selectați vârsta dumneavoastră (ani):

**Q18** Vă rugăm să selectați sexul dumneavoastră:

- Feminin
- Masculin
- Altul

**Q19** Care este naționalitatea dumneavoastră?

**Q20 Pentru ce diplomă universitară studiați în prezent?**

- Diplomă de Licență
- Diplomă de Master
- Diplomă de Doctor

**Q21 În ce an sunteți în cadrul programului dumneavoastră de studiu?**

Vă rugăm să selectați... ▼

**Q22 În ce domeniu este programul dumneavoastră actual de studiu?**

- Științe agricole / horticole
- Alimentație/nutriție
- Științele mediului
- Altul, vă rugăm să specificați aici

**Q23 În cadrul cărei universități sunteți student în prezent?**

- Universitatea Agricolă din Plovdiv, Bulgaria
- ISARA, Lion, Franța
- Universitatea de Științe Aplicate FH Munster, Germania
- Universitatea de Științe Gastronomice, Bra, Italia
- Universitatea din Oradea, România
- Universitatea de Științele Vieții, Varșovia, Polonia
- Alta, vă rugăm să specificați aici:

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